

ALABAMA COLLEGE

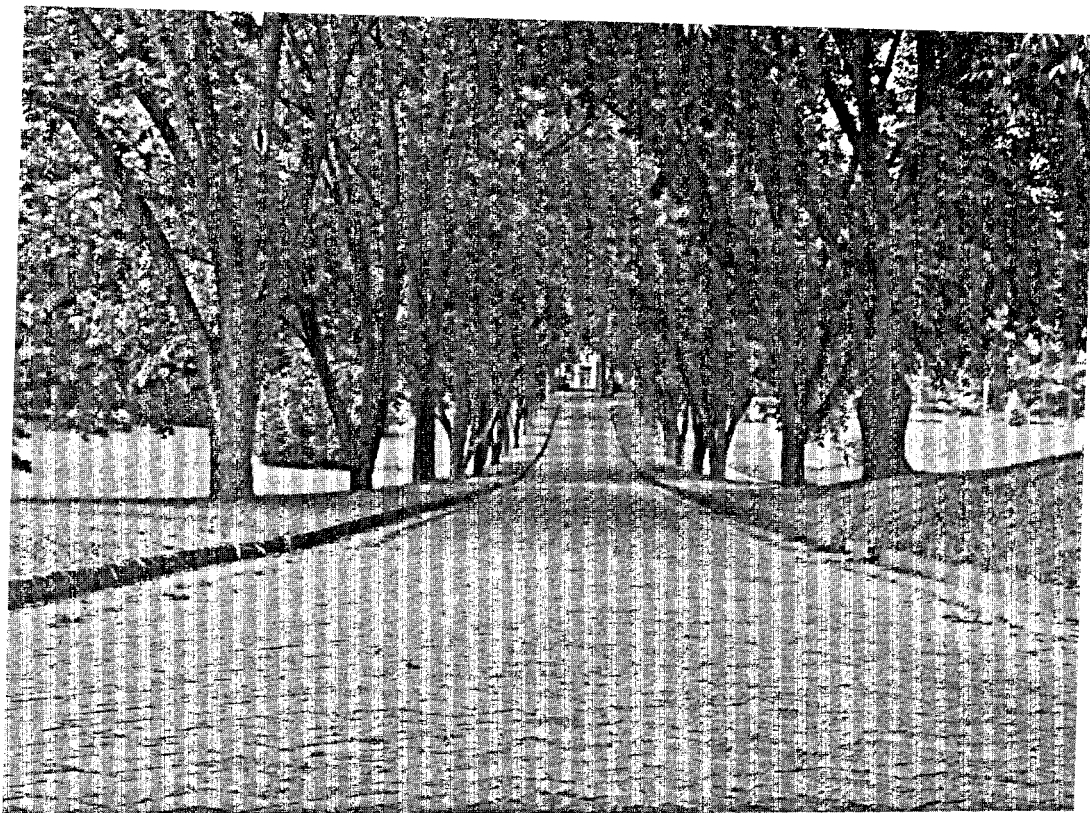
1896-1969

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1969



AN AVENUE OF TREES—REFLECTIONS

From rest and quietude,
My heart elate with morning joy,
I walk beneath an avenue of trees,
Stately bare, though buffeted to nakedness
By winter winds,
Stately green, with blankets of warm, Spring earth
About their feet.

Though caviling skeptics scorn my simple faith,
I will hold it for a creed,
That Nature is the miracle child of Spirit,
Even as sentient beings are the children of God.
Nature and Spirit engross me
With evidences of Immortality,
Along an avenue of trees!

* * * * *

Beyond the avenue
I go to a place of toil—
Man-made. . . . Man-used.
There I labor and grow weary,
Wrestling with minds cluttered with foolish notions,
Or shuttered with self,
With money-changers, and scoffers from the street.
'Tis but a child's step to cynicism,
From which I am rescued by the Spirit,
By the irrepressible hopes of youth,
Or by glimpses of Heaven,
Through the telescopic souls of gentle friends.

* * * * *

Along the avenue,
Nature is a vast Kaleidoscope—
At every turn of the cylinder,
Vermilion sunsets and purple dawns, living greens,
Composing blues, and a silver moon
Swinging in a mackerel sky,
Taunting shadow-seeking lovers,
Present to reflective eyes
An endless procession of prismatic beauty.

* * * * *

Along the avenue,
The lights and shadows of Time engage me.
All men, with the first man, are dead
In the Beautiful Garden—
A mystery that only God can understand,
Howe'er this be, if there has been no life
There can be no death.
Though brutish and predatory men stalk a world
That would be free from terror,
Though inexhaustible categories of sin and crime
Drive men to the brink of despair,
Life is the essence of the free will of God.
O world, choose Thou the peaceful ways of wisdom—
Rise and live!

* * * * *

From rest and quietude,
My heart elate with morning joy,
I walk beneath an avenue of trees.
At eventide, forspent with a man's toil,
I hear the low, sure voices of Nature and of Spirit:
"Life is the Great Design."

ARTHUR FORT HARMAN

December, 1946

*This Book is Dedicated to
the Alumni*

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PREFACE

A great institution is born of its time. There must be a need, a demand, that brings it forth. If that institution lasts, it must change with the times; otherwise, a changing society moves on and the institution is left to wither away, unnecessary, unwanted, unsupported. Adaptation becomes the key to life and growth. This is true whether the institution is political, social, economic, religious, or educational, large or small. Any year in a rapidly changing world has seen old institutions die and others change beyond recognition. Others led by wiser heads lend themselves to change so gradually that only when one looks at them from a distance and over a span of years, does one realize that they are not the ones he once knew. Changes in old Alma Mater are not always welcome. In fact, they are usually unwelcome. The old grad likes to go back to find her room in Main dorm just like it was, and the classroom where a favorite teacher presided unchanged. But memories have a way of playing tricks on us, and the chances are they *never* were as we remember. Nevertheless, changes are both necessary and inevitable.

Alabama College is a good case in point. In the 1890's there was a great need for training that would fit a young woman to earn her living. At that time women were largely unemancipated. To be sure no one was held as a chattel, but women in Alabama did not have the vote, few institutions of higher learning were open to them (and to only a few women), and except for two or three, occupations were closed to them. But a number of forces and people were cooperating, unconsciously perhaps, to bring about a new day for the white girls of the state. A theme that runs through much of the early publicity of the school is that it was high time to give the daughters of the state training as good as the sons were getting at Alabama Polytechnic Institute at Auburn.

Preface

And so Alabama Girls Industrial School was born. According to the act of the legislature that established it, the primary purpose of the school was to give training in the various branches of the practical arts. This the founders attempted to do and, to a large degree, succeeded in doing. Yet change was evident from the very beginning. Some of the branches authorized never were taught at Montevallo; and others, like telegraphy, shortly were discarded because of lack of applicants for them. Other departments grew astonishingly. Dr. Thomas W. Palmer, the president from 1908 to 1926, was admittedly surprised at the demand for teacher training in certain fields. By 1920, home economics had outstripped all other vocational training in enrollment. The establishment of the county high schools and the passage of the Smith-Hughes Act lessened the demand for high school training, but increased the need for teachers with degrees especially in home economics to teach in them. Therefore, gradually college work was added and high school work discontinued so that in 1923 Alabama College, the State College for Women, became a degree-granting institution. In 1956, because of factors which shall be discussed later, the Board of Trustees reached the momentous decision to make the school coeducational. Therefore, by act of the Legislature signed into law on January 30, 1956, the college opened its doors to men as well as women. The first class which included men arrived in September of that year.

For the next thirteen years Alabama College carried the subtitle, "A State College of Liberal Arts." While it emphasized a broad general education, it did not abandon pre-professional training. The latest change in name and direction came in 1968-1969 when, upon the recommendation of the Board of Trustees and the eventual passage of a measure introduced into the Legislature by Representative Tom Stubbs, the name of Alabama College was changed to the University of Montevallo.

The institution has gone through many changes from a technical and industrial school for girls to a coeducational university. The changes, however, have been gradual, never abrupt or complete. The original ideal to give a girl a well-rounded education and a skill by which she could make her living has continued to the present and now includes men who also are expected to become useful and outstanding citizens.

ACKNOWLEDGMENTS

Everyone who reads this book would have written it differently. This is inevitable because everyone has a different and interesting story or observation about the events and the people in the pages that follow. Many will object to the inclusion of certain passages and others will find fault with the complete omission of others. I will agree with many of these observations. Nevertheless, it has been my purpose to write an objective, balanced history of the more than seventy years in the life of the institution rather than an episodic and anecdotal account. Furthermore, dealing in a relatively short volume the school's development, its changing philosophy, its enlarging physical plant, its service to the state, and its honored place in the region places restrictions on the amount of material that can be included.

It is fitting that the finished product should be the handiwork of many people. I wish to thank the more than one hundred alumni who filled out and returned questionnaires about their years in Montevallo. Several of them wrote long accompanying letters and some let me use their photographs, memory books, clippings, and other memorabilia that helped to personalize vague and impersonal periods in the life of the school. I also wish to thank the people who granted me interviews or furnished information. When I have used specific information, I have given credit to the individual who supplied it.

I wish to acknowledge the work of two former faculty members who aided immeasurably in writing this history, especially of the early years. Miss Anne Kennedy, the first history teacher, began collecting material about 1908 and did some writing about the early decades of the school. The project was revitalized about 1911 and President Thomas W. Palmer reported to the Board of Trustees in 1914 that the manuscript was almost ready for publication. Ill health

ALABAMA COLLEGE, 1896-1969

and eventual death kept Miss Kennedy from completing her work, but the *Technala* of 1921 published it as she left it. It and her notes are important sources of information about those early years.

The most extensive work toward a history of the college was done by Miss Mary E. McWilliams, an alumna of the class of 1911, and a member of the Department of History, who spent the better part of two years on it. In the Fall of 1937, the *Alabamian* announced that she was to write a history of Alabama College. A year later, a student interviewing her on her summer's work reported that she had completed five chapters and had interviewed a great many people associated with the school in its early days. The next year, however, Miss McWilliams accepted a research position at Colonial Williamsburg and never finished the work at Montevallo. Her notes and records of interviews are most valuable, especially so because many of the people with whom she talked are no longer living.

Others have wanted to finish the task or have been approached to undertake it. When President Arthur F. Harman retired, he requested authority from the Board "to prepare in a more leisurely way a report . . . summarizing the work of the college during the fifty years that now constitute its history." Dr. Harman died within two years after his retirement and had had time to do little more than make a few notes and arrange his personal papers from the twelve years that he was at Alabama College. Dr. Anne Eastman began a renewed attempt to write the history in 1956, but on her marriage she left Montevallo for another position and, of course, did not complete her task. Among the additions she made to the existing material was a record of a lengthy interview she had with Dr. D. L. Wilkinson, long time college physician.

Such, in brief, has been the history of the seemingly ill-fated project. Dr. Howard M. Phillips put the current project into operation. I wish to thank him and the Board of Trustees for the appointment as historian of the college. I am grateful for being granted two summers on the payroll, free from teaching responsibilities, to collect and organize materials. Dr. James D. Thomas, former Chairman of the Department of the Social Sciences, who reduced my teaching load by one class so that I might have more time for writing, has encouraged the project.

I wish to thank also the personnel at the various libraries and repositories where I have worked: Alabama College, Alabama De-

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Several of my colleagues have read all or great parts of the manuscript and I shall be forever grateful to them for criticisms and suggestions: Dr. Lorraine Pierson, Dr. John Lott, Dr. Maxine Davis, and Mrs. Willilee Trumbauer. Mrs. Corinne Miller typed most of the last draft and I wish to thank her for a job well done. When the decision was made to print the history in off-set form in 1967, Miss Carolyn McCollough and Mrs. Ruth Ratliff were responsible for getting it into final form. For the final copy, Patricia Adair has performed much of the tedium, for which I thank her.

The cost of the present publication is being underwritten jointly by the Alumni Association of which Mr. Raymond Jones is president, and the Board of Trustees, Mr. Wales W. Wallace, Jr., chairman. To both I give my heartiest thanks.

LUCILLE GRIFFITH

May 1969
Alabama College

ALABAMA COLLEGE, 1896-1969

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I

Years of Preparation

October 12 is Founder's Day at Alabama College. On that day in 1896 a new school was born, and a new era dawned for the women of Alabama.

The school that opened that day was not Alabama College; in fact, it was not a college at all, but an elementary and high school. It had been christened Alabama Girls' Industrial School. Its primary purpose was to give industrial and technical training to the girls of the state so that they might earn their own living. In the words of the act creating the school, the Board of Trustees had "the power necessary and proper for the accomplishment of the trust reposed in them, *viz*: The establishment and maintenance of a first-class indus-

trial school for the education of white girls in the State of Alabama in industrial and scientific branches, at which said girls may acquire a thorough normal school education, together with a knowledge of kindergarten instruction and music; also a knowledge of telegraphy, stenography, photography, typewriting, printing, bookkeeping, indoor carpentry, electrical instruction, clay-modeling, architectural and mechanical drawing, sewing, dressmaking, millinery, cooking, laundry, house, sign and fresco painting, home nursing, plumbing, and such other practical industries as, from time to time, to them may be suggested by experience or tend to promote the general object of said girls' industrial school, to-wit: fitting and preparing such girls for the practical industries of the age."¹ This is an awesome list of courses and it is doubtful if even those who drafted the bill expected all of them to be taught immediately, or at any time. By this act the legislators were creating a new kind of educational institution that would give to the daughters of the state the same kind of training their brothers were getting at the Alabama Polytechnic Institute in Auburn. It was, as one of the speakers said at the opening exercises in 1896, an attempt to educate not only the mind, but also the heart and hand of Alabama's young womanhood. This departure from the traditional "polite" education did not come suddenly or unaided. In fact, a great many changes had to come in the state before there was a demand for, or even an acceptance of, a new kind of training. Part of the changed attitude came from the altered economy that displaced many women.

The role of the gentlewoman in the South, at least traditionally, was that of "queen," as Miss Julia Tutwiler once wrote. In fiction, poetry, and oratory the lady had reigned in her household, serene, petted, and pampered. The ordeal of the 1860's and the succeeding difficult years had left their scars on the South; it is an old story that hosts of wives lost their husbands, maids their sweethearts, families their plantations, and planter-aristocrats their social position. In earlier days throughout America there had been a place for the women without means of support. There were many instances (and nearly every family has a story to prove it) of visits extending over weeks, months, and even years, when a widow or spinster lived as one of the family. Some of these were mere parasites, but more were useful

¹ Senate Bill No. 5. Signed into law by Governor W. C. Oates, February 18, 1893. The act is reprinted in *Alabama Girls' Industrial School Bulletin, Legislative*, October, 1908.

members of the household, acting as tutors for the children, companions for the aged and infirm, and nurses for the sick. Life was different after the war and many of these women no longer found the same kind of haven they had in earlier days.

The women of the small farmer class also found life more difficult. They, too, were hurt by the plight of the farmer in the 1870's and 1880's. The same low price for cotton applied equally to the farmer who raised one bale of cotton and the planter who raised a hundred. Prices of farm produce were low and, at the same time, farming was becoming capitalistic. By the 1890's, life was demanding more money than formerly and the economy of the South (and all rural America) simply did not provide it.

In the 19th century, earning a living was difficult for women anywhere in the United States, and especially so in the South. Generally speaking, there were three occupations open to women: agricultural work and domestic service, sewing, and teaching. The first was pre-empted by colored women; sewing was so poorly paid that few women could eke out more than a mere existence; school teaching demanded more training than most girls had. In the help-wanted columns of the state papers, there was an occasional request for a traveling companion or a housekeeper, and that was about all. To be sure, women were employed in the South, but almost without exception in the low paying jobs. In 1890 (the last census year before the school in Montevallo was opened), there were 129,975 "gainfully occupied" women in Alabama. But of these 62.3 percent were in agriculture, 25.9 percent in domestic and personal services, 5.1 percent in manufacturing, 3 percent in clerical jobs, and only 6.4 percent in all others.² While those engaged in agriculture may have been hoe hands and other seasonal workers, they also may have been housewives who added to the family income with the sale of milk and butter, chickens and eggs. Textile mills in north and east Alabama were beginning to employ some women, mostly from the poor hill farms, but, as the above figures show, a very small percentage of the total labor force was thus utilized.

The educational situation was of little help in this "slough of despond." Although there was a public school system on the law books, it operated unevenly, and the instruction was generally of uncertain quality. Some populous centers had their own school systems,

² Mary Anderson, "Women's Place in Industry in Ten Southern States," Women's Bureau, U. S. Department of Labor (Washington, 1931), p. 10.

which were good, and maintained secondary schools. There were still academies in operation throughout the state, but only twelve public high schools in Alabama in 1890.³ All of these were in urban centers like Mobile, Montgomery, Anniston, Selma, and Huntsville. For thousands of young Alabamians, high school education was unattainable. Alabamians were poor, and the means of removing their poverty and ignorance were not available. There were, however, several factors—both people and institutions—that unwittingly contributed to the relief of the situation.

Miss Julia Tutwiler must head the list. She was one of the first people in the state to recognize that the trend in population made it necessary for a woman to earn her own living. She wrote in 1882 that already there were 16,000 more women than men in the state and she was of the opinion that the trend to greater numbers of women would continue.⁴ It was, therefore, of vital importance that women should be taught to earn their own living, because there simply would not be enough men to "go around." Even those who had husbands, as wives and mothers, should be prepared to contribute to the economic success of the family.⁵ Miss Tutwiler, troubled by both the low economic state and general poor education standards, had a solution. In 1882, she dropped a figurative bombshell in educational circles by a paper she prepared for the Alabama Educational Association. Society, she declared in it, as well as the individual, loses when women are limited to unskilled and poorly paid jobs for want of training. The answer to the problem in the South was industrial and technical training. How much work in this field Miss Tutwiler did and how she kept alive the idea, her biographers do not say, but she is credited with the influence that caused Senator John T. Morgan of Alabama to introduce on June 14, 1879, this resolution in the United States Senate:

Resolved that the Committee on Education and Labor is instructed to inquire whether it is practical and will be beneficial to aid in the establish-

³ Milton L. Orr, *The State-Supported Colleges for Women* (Nashville, 1930), p. 31.

⁴ "The Technical Education of Women," *National Journal of Education*, III (1882), p. 201-207. This address was reprinted in a special Alabama College bulletin, "Institute on Higher Education," July, 1931.

⁵ She noted that historically women had been producers, not merely consumers. Using examples from the Bible, she pointed out instances when women were

ment and endowment of schools of science and technics in the several States and Territories and in the District of Columbia for the education of females in the appropriate branches of science and the useful arts, upon a plan similar in its principles to that upon which agricultural and mechanical colleges have been aided by the United States.⁶

While nothing came of this proposal, the idea was alive. With the later establishment of A.G.I.S., Miss Tutwiler's hopes were coming to fruition.⁷

Julia Tutwiler (1841–1916) was well equipped to lead the vanguard for better educational opportunities for women. As a daughter of Henry Tutwiler, principal of the famed Greene Spring School who believed in giving his daughters education as good as any man's sons, she had as much training as any woman in Alabama. Born in Tuscaloosa (when her mother was visiting her family at the time of Julia's birth) on August 15, 1841, she grew up in Havana, now in Hale County, some twenty-five miles south of Tuscaloosa. Here Julia and her sisters attended her father's school along with the sons of wealthy planters of the region. The girls had the same assignments as the boys and attended classes with them. As her biographers point out, this academic association with boys gave Julia acquaintance with many male contemporaries who later were her "friends or foes in her various endeavors."⁸ Twenty-four years of age at the end of the war in 1865 and undecided about her future, she determined to resume her education, this time outside the South. The eleven years from 1865 to 1876 were important to the young woman; in them she developed many of her ideas, interests, and ambitions. Going first to Philadelphia in 1865, she and her sister Margaret enrolled at Madame Maroteau's French and English School where she studied and where the sisters together enjoyed the cultural pleasures of the opera and museums. But while pleasant enough, "the general atmosphere [she found] to be empty and lonely."⁹ What prompted her to go to the

more than managers of the household. Business women, described in both the Old and New Testaments, were active participants in the economic life of their time.

⁶ *Congressional Record*, June 14, 1879. Quoted in Orr, *The State-Supported College for Women*, p. 130.

⁷ Anne Gary Pannell and Dorothy E. Wyatt, *Julia S. Tutwiler and Social Progress in Alabama* (University of Alabama, 1961).

⁸ Pannell, *Tutwiler*, p. 10.

⁹ Pannell, *Tutwiler*, p. 18.

new college established by Matthew Vassar in Poughkeepsie, New York, is not known, but she spent most of 1866 there. Then for equally unknown reasons, she returned to her native state for a period of teaching, first in Greensboro and later in her father's school. Always interested in languages, she spent a year (1872-1873) in Virginia at Washington and Lee University where her brother was in his senior year. She herself could not enroll, so she studied as a special student with the professors of languages.¹⁰ In the summer of 1873, she went to Europe on a tour, decided to stay for a period of study, and settled down in Kaiserwerth, a village on the Rhine near Dusseldorf. Here she spent about three years at the *Diakonessen Anstalt*, an institution run by some Protestant deaconesses, in which there was a hospital, an infant school, a training school for teachers, an orphanage for girls, and an asylum for the aged, the infirm, and the blind. Life there was simple, the fare frugal, but the thinking high. Miss Tutwiler, like many Americans of her day, admired the strides the Germans were making in education. At Kaiserwerth she saw many of the best methods of pedagogy at work; here she saw vocational training in operation. She also visited other institutions in Europe. She was especially impressed with the work of Madame Elisa Lemonnier who had taken a leading part in founding a benevolent society for the vocational training of poor Parisian girls. Opened in 1862 as the *Ecoles Professionnelles des Jeunes Filles*, it served as a model for later schools in Paris and throughout France. Miss Tutwiler often singled out this school when she advocated practical training and liberal education in one unified course of instruction. During her three years abroad, "her experiences had broadened her outlook on the world, deepened her interest in people, and strengthened her religious sentiment"—and convinced her that American education needed some changes. She returned a mature and trained woman, eager to take up her teaching career in her native South.¹¹

Industrial education for women was already growing in other parts of the United States. This technical and industrial education stemmed from the industrial revolution and the exit of women from the home. After 1865 many writers and thinkers were voicing the

¹⁰ Pannell, *Tutwiler*, p. 24.

¹¹ Pannell, *Tutwiler*, pp. 17-48; Tutwiler, "The Technical Education of Women," *National Journal of Education*, III (1882), pp. 201-207.

opinion that women as well as men should be given the new kind of training and in several places such training was actually being given. Boston, for example, which had experimented with the teaching of sewing as early as 1854, after 1866 began to extend this training to all the schools in the city. By 1883 most of the big city schools in the East included sewing in their curriculum. "Kitchen Garden" work was begun in New York in 1877. By 1883 Kansas State Agricultural College, Pennsylvania State College, Missouri University, Iowa State Agricultural College, and several others were giving "various types" of training to women. The wife of the British consul introduced industrial art for women in Philadelphia in the 1850's and by 1880 there were thirty-eight schools for art instruction in the United States, nine of them exclusively for women, most of the others open to them. Extended business activities and the invention of the typewriter opened many new jobs for secretaries. By 1882 there were 44,824 students in 217 business colleges in this country. Fifteen percent of these were women. By 1883 women could receive instruction in telegraphy in several schools in the Upper Midwest. Most of the early industrial and technical instruction was given in schools (often specialized) in the East and in land grant colleges in the West and Midwest. Miss Tutwiler knew about these institutions and visited several of them during her active life.

In the 1880's a new kind of institution was being advocated in the deep South—the technical school for women supported by the state. Eventually eight such schools were established, all of which by the 1920's became state colleges for women. Before the Montevallo school was founded, four states had their schools for women in operation. The one in Mississippi was created by an act of the legislature in 1880 after more than ten years of intensive work by several people in the state. The legislature of Georgia created its school in 1889, North Carolina in 1891, and South Carolina in 1891. All of these schools were in operation before the opening date at Montevallo. This movement in neighboring states probably explains how Miss Tutwiler kept alive her idea of industrial education from 1882, when she presented her paper to the Alabama Educational Association, to the 1890's when other factors helped to bring the idea into concrete form.¹²

¹² The definitive work on the state colleges for women (all of which began as technical and industrial schools) is Milton Lee Orr, *The State-Supported College*

The last half of the 19th century was not a period of great interest in public education in the state. In fact, the state legislatures during the so-called Bourbon regimes were either indifferent to, or hostile toward, expenditures of large sums for schools. In 1894-1895, for example, white teachers received a monthly salary of \$24.03 (Negroes, \$18.71) for a term which averaged 72½ days (Negroes, 65½ days).¹³ To be sure, total expenditures for the common schools had increased from \$275,000 in 1870, to \$890,000 in 1890 but the increase in population within the state kept the average sum expended for each pupil at \$.59 at the latter date. Other, mostly local, expenditures raised the average to \$1.34 when the average national expenditures was \$2.24. Only slight improvement in the deplorable illiteracy rate was being made. In 1890 forty-one percent of the people in Alabama could neither read nor write; the national average was 13.3.¹⁴

With almost no exception, the state superintendents of education were administrators rather than crusaders. There are few school men who stand out. A happy exception is Jabez Lamar Monroe Curry, who did much to change the climate of opinion and raise the tone of education, not only in his adopted state (he was a native of Lincoln County, Georgia) but in the whole South. Having moved to Alabama when he was a lad, he continued to make his home near Talladega, returning often even after his professional responsibilities took him far afield. Lawyer, state legislator, Confederate Congressman, Baptist minister, writer, college professor, diplomat, and, above all, educator, he spent his mature years in raising the level of education. As agent for both the Slater and Peabody Funds, which were being used for education in the area, he sought and made opportunities to get the gospel of good schools to the public and, even more important,

for Women, from which I have drawn heavily for this section. Dr. Orr was at Alabama College from 1922 until his retirement in 1959. As Head of the Education Department for many years, he directed the teacher training program at Alabama College. He introduced progressive education to Montevallo and consequently to central Alabama. Upon the resignation of Dean Richard Powers in 1957, President F. E. Lund named Dr. Orr acting dean of the college, a position which he held for two years until his retirement.

¹³ The Report on Public Schools for 1894-1895, *Circular of Information from the Department of Education of Alabama* (Montgomery, 1896), p. 36.

¹⁴ In 1880 the percentage of illiterates had been 50.1. A good summary can be found in Allen J. Goings, *Bourbon Democracy in Alabama, 1874-1890* (University, 1951), pp. 147-169.

to state legislators. With the slogan "We are too poor not to educate our children," he urged larger appropriation for public schools. "Education," he told the Alabama legislature in 1885, "is the fundamental basis of general and permanent prosperity. Poverty is the inevitable result of ignorance. Capital follows the school house."¹⁵ He was not primarily interested in industrial or manual training but he did believe that "bringing the hand, eye, and brain to work together," developing harmoniously all the powers of a human being, was an essential of the educational process.¹⁶ Furthermore, he was interested in education for women. In an address before Winthrop Training School in South Carolina (an institution similar to the one later established in Montevallo) he said "with fine scorn," "What has been done for higher education of young women in the United States has not accorded with the boasted respect and deference rendered to the sex, nor with what has been so liberally done for young men."¹⁷

Practical education received encouragement from another source, farmers' organizations. Although Alabama was developing at a rapid pace her industries in the Birmingham and Anniston areas, the population was predominately rural. Of the 1,513,017 who lived in the state at the time of the 1890 census, only 158,838 lived in towns (twenty-two of them) which had more than 2,000 inhabitants.¹⁸ Post-war farmers were almost without exception in a "chronic condition of abject poverty."¹⁹ The crop-lien system, the "furnishing business" and the resulting one-crop economy tended to put farmers deeper and deeper in debt. It is not surprising, therefore, that these tillers of the soil turned to united action for relief.

The first such organization was the Grange. Founded by Oliver H. Kelley, a government clerk, in Washington immediately after the Civil War, it had within a short time spread into the depressed agri-

¹⁵ Edwin Anderson Alderman and Armistead Churchill Gordon, *J. L. M. Curry* (New York, 1911), p. 416.

¹⁶ *Ibid.*, p. 417.

¹⁷ This was on May 12, 1889, p. 421.

¹⁸ Saffold Berney, *Handbook of Alabama*, second and revised edition (Birmingham, 1892), pp. 61-67. The towns were Mobile, 31,076; Birmingham, 26,178 (a percentage increase of 748.28 since the 1880 census); Montgomery, 21,883. All other towns had fewer than 10,000 population: Anniston, Huntsville, Selma, Florence, Bessemer, Eufaula, Tuscaloosa, Opelika, Phoenix City, New Decatur, Troy, Gadsden, Greenville, Decatur, Sheffield, Fort Payne, Tuscumbia, Talladega, Union Springs. The last eight had fewer than 3,000 each.

¹⁹ John D. Hicks, *The Populist Revolt* (Minneapolis, 1941), p. 39.

cultural areas of the nation. The Alabama Grange was organized in Montgomery on November 27, 1873, but already there were 320 subordinate (local) granges scattered all over the state. The leaders of the Alabama Grange were almost uniformly large land-owners, "usually connected with politics, inbred with a basically conservative philosophy." In spite of their political interests, the Grangers "eschewed" to take political action in their organization, choosing instead to "reform and elevate . . . agriculture by making it independent and profitable and its followers intelligent and prosperous."²⁰ The Grange, like many succeeding farmers' organizations, admitted women to membership, apparently on a basis of equality. This concession, and concession it was at the time, was reportedly due to the founder's niece, Mrs. C. A. Hall, who suggested that women, too, lived on farms and were vitally concerned with, and interested in, the agricultural life of the country. The Grange here, as elsewhere, became an enthusiastic, popular organization, locals springing up spontaneously. It was unable to please everyone of course. There were those who opposed it for various reasons—that it participated too much in politics, that it did not organize into a political party, that it was non-partisan, that it was too conservative or too radical. However much its members might disagree among themselves, the purposes of the organization were wholesome and for the benefit and welfare of the farming class. Members were urged to "produce more and to buy less; to enter less into litigation and more arbitration; to grow less cotton and more diversified crops; to discontinue the prevailing ruinous credit system based upon crop mortgages, to abolish the lien system;" to improve their farms, build better homes, live better, fuller, happier lives and make possible a better civilization.²¹

The Grange was dead by 1890, but in its brief span it had done much to educate its members.²² Professor W. W. Rodgers is of the

²⁰ William Warren Rodgers, "The Alabama State Grange," *Alabama Review*, VIII (April, 1955), pp. 104-118.

²¹ John B. Clark, *Populism in Alabama* (Auburn, Alabama, 1927), p. 53. Much of Professor Clark's information at this point comes from a series of articles by J. C. DuBose in the *Birmingham Age-Herald* in 1913.

²² I once read a paper written by the great-grandmother of some Alabama College students for presentation to the Grange in Wilcox County. It was entitled "History of the Irish Potato" and while containing little that is not now common knowledge, it was a factually accurate contribution by a woman, one considered significant enough to keep.

opinion that the greatest significance of the movement in the state was "the sponsoring of a high degree of self-respect in farmers and a pride in agricultural pursuits."²³

Other such organizations followed. Of these, the Farmers' Alliance entered the fray with the most vigor. Originating in Texas in the middle 1870's, it established its first branch in Alabama at Beach Grove, Madison County, in March, 1887. It, like the Grange before it, spread rapidly; but unlike its predecessor, the Alliance, almost from the first, became a political instrument and entered local politics as a militant body.

There was need for militant action. Beginning with 1890, Alabama passed through six years of economic unrest and political upheaval unprecedented in its history. All the factors of discontent of the last twenty years—low prices, unfair freight rates, monopolies, shortage of money in circulation, unrepresentative government, the entrenched political machinery—"seemed now to burst forth in all their fury."²⁴ The Alliance as a farmers' club was not enough; the times demanded action and action immediately. The Peoples Party (the Populists) was the answer. The populist campaigns of 1892, 1894, 1896 shook the nation (including Alabama) as it had never been shaken by peace-time politics. Reuben F. Kolb, Commissioner of Agriculture from 1886 to 1890, "steered farmers adroitly" into politics and "they thought of no leader but him." He ran for governor in each of the three campaigns and, in the heated battles that followed, the farmers thought of him as their "Patrick Henry." In these campaigns, no holds were barred; partisans had "no respect for the good names of men" nor did they "observe the canons of decent combat."²⁵

In addition to demands for free and unlimited coinage of silver, end of monopolies, railroad control (or even government ownership) of railroads, direct election of United States Senators, and many

²³ "The Alabama State Grange," *Alabama Review*, VIII (April, 1955), p. 118. See also John B. Clark, *Populism in Alabama*, *passim*.

²⁴ Clark, p. 86.

²⁵ *Dictionary of American Biography*, X, 492. Dr. A. B. Moore, of the University of Alabama, wrote the sketch of Kolb. Kolb, as a farmer, was interested in improved agriculture and developed a favorite variety of watermelon, "Kolb Gem." As Commissioner of Agriculture, he expanded the services of the department and advertised the resources of the State. In cooperation with the Louisville and Nashville Railroad, he sent "Alabama on Wheels" into many parts of the nation.

other things, Populists "flirted" with woman suffrage and passed resolutions about equal opportunities and purposes of education. "The stability of our government," said the seventh item in the Northern Alliance platform, "depends upon the moral, manual and intellectual training of the young, and we believe in so amending our public school system that the education of our children may inculcate the essential dignity necessary to be a practical help to them in later life." ²⁶

The Alabama Alliance was even more specific about industrial education. At their mid-August meeting, 1890, fully half of their time was spent in consideration of a report by the Committee on Education. "One of the cardinal principles and purposes of our order," the report began, "is the thorough, practical and scientific education of our youth. . . . Since state aid to education seems to be the fixed policy of this state, we demand that more attention be given to industrial training in our system." Furthermore, the Alliance recommended that the state "establish and maintain one or more industrial schools for girls." The report, submitted by J. S. Newman, Hiram Hawkins, Daniel Smith, J. T. Carlisle, and R. W. Beck, ended with the opinion that the order had "no more important or higher mission than the education of its membership . . . and the advancement of a more rational and practical training of our children for the purpose of making them into prosperous, happy, useful men and women." ²⁷ This is not the first time the Alliance had favored an industrial school for girls; the section on this subject began, "We repeat the recommendation made by the committee on Education to the last state Alliance that the state establish and maintain one or more industrial schools for girls." ²⁸

Help for bringing the state school to final fruition came from still another source—the politicians. One such man was state Senator

²⁶ Quoted in John D. Hicks, *The Populist Revolt*, pp. 428-430.

²⁷ *The Age-Herald* (Birmingham), August 16, 1890, quoting *The Alliance Herald* of "this week."

²⁸ There was some interest among county superintendents for improved school conditions. In this same issue of the *Age-Herald* (August 10, 1890) there was a call for a convention of county superintendents, signed by W. D. Caddell of Bibb County. In it Mr. Caddell was asking Superintendent Palmer to hold a meeting in Birmingham on October 29 to discuss the public school system of the state, to suggest laws and amendments to existing laws, to consider textbooks, and "above all, the means by which the illiteracy that exists in many parts of the state may be removed." Papers "friendly to education" were asked to copy.

B. M. Huey of Perry County who became interested in women's education at the state level in the 1880's. Speaking to the Legislature on February 2, 1887, he pointed out that the liberal arts schools were "brimming over with students," that vast sums of money were being expended for the training of colored girls and boys, and in fact ample education provisions were made for every group except the group that in his opinion deserved and needed it the most—the white women. Therefore, he introduced a bill to establish a "female university for the higher and more progressive education of women" which he hoped the session of 1886–1887 would pass and thus become the first Legislature "since the organization of the state government to appropriate any sum for the special education, advancement, and elevation of that sex to whom we owe so much." He regarded this "as a grand stride forward in the progress, development, and well-being of the state as an awakening sense of right, fairness, and high regard to those we are accustomed to call the weaker sex." The state had two "excellent universities" for boys for which the state appropriated large sums. Senator Huey maintained "we taxed ourselves to provide funds for hospitals for the insane, asylums for the deaf, dumb, and blind," and schools for the Negro, and "appropriated thousands of dollars each year for our maimed Confederate heroes" and, in fact, made appropriations for almost every conceivable object save one and that "the best, noblest, most worthy and deserving of all," the women of the state. Senator Huey finished his resounding tribute to womanhood by declaring that progress was the order of the day and that women had as much right to advance in the "scale of humanity and education as the lordliest man that walks the earth."²⁹ No institution such as Mr. Huey envisioned was created, but his oratory probably helped to stir the public's conscience to some activity and made it possible for the Senator from Wilcox to get a similar bill passed some six years later.

Among the public-spirited men of the 1890's there were many who believed in "progress," whether in new railroads, new industries, or new education. In this group was Solomon Daniel Bloch from Camden. The son of Bavarian immigrant parents who had settled in Wilcox County sometime before their son's birth in 1855,

²⁹ Quoted (without source) by Anne Eastman in a chapter she prepared in 1937.

Bloch grew up, studied law, became a merchant with wide connections, served his hometown as mayor and alderman, his county as commissioner, and his state as a legislator.³⁰ Something of a joiner, in addition to being a Democrat, he was a Mason, a Pythian, and an active member of many other fraternal, historical, and patriotic societies. He was an amateur historian and often contributed long sketches to *The Wilcox Progress* (1887-1897) and *The Wilcox Progressive Era* (1897-1920), both of which he owned and operated. The story is told that Mr. Bloch became actively interested in an industrial school for girls on one of his excursions into the back country. Stopping by a farm house where a "poor old man with a large family of daughters was struggling to support them by his labor and their's on a small farm," he saw that it was impossible to do more than make a meager living. The farmer had no hopes of educating the girls and could expect nothing more than mere existence for his family. Miss Anne Kennedy, first historian of the college, said that "the condition of these girls, the hardship, narrowness, helplessness of their lives, appealed to the spirit of knighthood, and Mr. Bloch, with a sympathy no less intelligent than warmhearted" began to dream of a state school that would help unfortunate girls such as he saw in this family.³¹ Having been elected to the State Senate in 1890, he had the desired opportunity to put his dream into concrete form. Mr. Bloch tells the story of the passage of the bill in succinct language:

While I was a member of the Alabama Senate in 1892, I prepared and introduced the bill that established the Alabama Girls' Industrial School. The bill at first met with considerable opposition, because of the then novel idea of establishing a school that would educate the girls of Alabama in studies that would enable them to earn their own livelihood if they should find it necessary to do this. On the last day of the legislative session of 1892-1893, to wit, February 21, 1892, the measure had passed both houses, and as the time was urgent and the bill by this time had become so popular, I was appointed a special messenger of the House of Representa-

³⁰ He was elected senator in 1890 and representative in 1906.

³¹ Miss Anne Kennedy of Centreville, first history teacher at AGIS, wrote a short sketch of the founding of the school about 1908. Dr. Palmer encouraged her to do it. Palmer to Kennedy, July 16, 1908, Palmer Papers, Alabama College. Typed manuscript in Mary E. McWilliams Papers, Alabama College. Printed in *Technala*, 1921.

tives to carry the bill to Governor Thomas G. Jones for his signature. The Governor favored the bill and (has) been the school's staunch friend.³²

In the words of the first catalog issued by the school, thus "the Girls' Industrial School of Alabama became a law, and our pride had a creative existence." Mr. Bloch was appointed to the first Board of Trustees, representing the Second Congressional District, and served for twenty-six years until shortly before his death in 1924. Mr. Bloch never married and the school in Montevallo was in reality his family. In the Summer of 1895, he visited the industrial school at Greensboro, North Carolina, to see how that state was running it. He was sure, even then, that the proposed school in Alabama "should and will surpass them all."³³ He spent endless hours in the service of the school, usually without pay or reimbursement. For many years he was Chairman of the Finance Subcommittee of the Board. In this capacity, he scrutinized every purchase order (even to pounds of butter and bunches of turnip greens) to suggest better methods of conducting the business affairs of the school. He was largely responsible for getting the school through the first shaky years before it began to get adequate support from the state. It was he who handled the sales of the public lands which the school received from Congress in 1898. In the 1900-1916 period, he often visited the school for several days at a time, looking over the plant to see if there was some way to make some improvement. He always sat on the platform at convocations, silently acknowledging his repeated introductions as founder of the school with a mere nod of the head.³⁴ To him, being a trustee was the greatest honor of his life; and seldom has any school been served so long and so faithfully by an individual. Until shortly before his death, he always came to the opening of school and returned for commencement and often made visits during the session. "It was interesting to watch him in the fall," said Miss Mary Goode Stallworth at a memorial service for him, "when he came to school with the South Alabama girls. The train was always full of them. No par-

³² Kennedy, "A Sketch," n.d., p. 4.

³³ *Montevallo News*, July 11, 1895, quoting the *Montgomery Advertiser*.

³⁴ Mr. Luther Fowler who taught history at the school from 1908-1916 remembers how the little man, only about 5 feet 5 inches tall, always stood and nodded when introduced as the founder of the school. According to his contemporaries, whenever Mr. Bloch was called on to speak, he always began with the phrase, "This is a most auspicious occasion."

ent could have been more solicitous or indulgent than Colonel Bloch. He usually began by purchasing the entire lot of the butcher's wares just to please the girls. There were oranges and candy for all and even a toy candy pistol for any who wanted it." Mr. Bloch was once extremely pleased to overhear one of the girls say they were "all chips off the Old Bloch!"³⁵

For all his devotion to the idea of an industrial school, Mr. Bloch could not pass the bill single-handed. He had able assistance in the House of Representatives from the Honorable John McQueen of Birmingham. McQueen was born February 9, 1863, in Darlington, South Carolina, of distinguished Scottish and South Carolina ancestry. The family moved west to Eutaw, Greene County, Alabama, where young John grew up, prepared for college in the local schools and graduated with honors from the University of Alabama in 1882. Admitted to the bar, he located in Jasper where he served Walker County as solicitor for a time. In 1890, he moved to Birmingham and became the law partner of Colonel J. J. Altman. Interested in politics, Mr. McQueen was serving the first of three successive terms in the House of Representatives when he piloted the school bill to final passage.³⁶ Like Bloch, McQueen was a member of the first Board of Trustees but, allegedly because of differing politics, he was not reappointed to the Board by Governor Jones in 1899.³⁷

These are some of the factors and people that led to the creation of the industrial school. What, if any, active cooperation existed between the educators, the farmers, and the politicians is not known. Apparently neither Bloch, Curry, McQueen, nor Miss Tutwiler had any connection with the Alliance people although they could not have been unaware of the conditions that gave the Populist movement impetus. Miss Tutwiler, who is honored as the "founder" of the school, claimed that the idea of the school was hers first; Mr. Bloch in his later years denied that Miss Tutwiler had anything to do with his interest in the project. In the light of what meager evidence there

³⁵ *Montgomery Advertiser*, March 29, 1924. Even after ill health kept him from visiting the campus, he always sent flowers on Founder's Day, Valentine and Easter. There is quite an accumulation of Bloch papers at Alabama College, as yet uncatalogued.

³⁶ Thomas M. Owens, *History of Alabama and Dictionary of Alabama Biography*, IV, 1139.

³⁷ *The Age-Herald*, May 19, 1899; *The Montgomery Journal*, May 20, 1890.

is now, it appears that individuals and groups were working independently towards a common goal. Happily for the State of Alabama, these diverse elements came together in the 1890's to create the Alabama Industrial School. After many delays due to lack of money and personnel, it was finally opened on October 12, 1896.

II

Founders' Day, 1896

Alabama College was born in exciting times.

Eighteen-ninety six, in American history, was the year William Jennings Bryan ran for President against William McKinley. Politicians and just plain people were still quoting Bryan's "Cross of Gold" speech which had stirred the American people as they had not been stirred in many a year. When the school opened, the election was only about three weeks away and feeling was running high. Already the silver-tongued orator from Nebraska had stumped the country. In his campaign he had attracted great throngs of people and charmed them as no candidate had done in decades. "Free and unlimited coinage of silver at the ratio of 16 to 1" was his battle cry.

By contrast, during the long hot summer, the party bosses of the Republican party (not trusting McKinley on the money issue) had kept their candidate at home in Canton, Ohio, where he sat on the broad front porch of his home and offered lemonade to visiting delegations. To be sure, there was plenty of heat in the Republican Party, generated mostly by Mark Hanna who was dispensing hospitality with a lavishness that he and his industrial friends could well afford, and scaring the business community into defeating the "crazy Bryan." The Populists were making a real bid for power at the state level; even in Alabama where the Democrats were strong there was a very active Populist organization.¹

Times were hard; prices were low. The nation had not yet recovered from the Panic of 1893, and Dunn and Bradstreet reported business failures, running into hundreds, every week. Cotton, the staple money crop of the South (and a good index to the economy of the state) was 6.6 cents per pound. Prices of manufactured goods were also low. In Calera, for example, good checked gingham sold for $3\frac{1}{2}$ cents a yard, men's pants for 75 cents, good wool coats for \$2.50, and ladies capes for \$1.00.² There was little money in circulation. There were other events of the year that were interesting to many. Utah, for example, became a state. The Mormons had finally agreed to give up polygamy and Deseret became the forty-fifth state. Rural free delivery, a great boon to rural Americans, began in the summer preceding the opening of the school.

On the international scene, the Klondike gold rush was about two months old. Affairs in Cuba were giving the Americans some uneasy moments and already (18 months before the outbreak of the war with Spain) some Americans were predicting that the Yanks (and that term had nothing to do with the Mason-Dixon Line) would have to interfere before the Spanish government would treat the inhabitants like human beings. "Wanton Weyler's Way—Innocent Cuban peasants being hacked to pieces," ran one October headline in a Birmingham paper.

In Alabama, there was a great deal of local pride and public boasting. Demopolis, for instance, claimed to have more street pavement than any other city its size in the state; Attalla claimed the best local

¹ *Peoples' Advocate*, a strong Populist paper, was published in Columbiana. For populist movement see Clark, *Populism in Alabama*.

² *Peoples' Advocate*, 1896.

schools (an honor several towns reserved for themselves); both Tuscaloosa and Huntsville publicly announced that their citizenry was the most enlightened. Birmingham was proudly celebrating her twenty-fifth birthday and her baseball team had just had a very successful season. The University of Alabama had already opened "auspiciously" with an enrollment of 135 students, about the same number it had the year before.³ Helen Keller's father had just died, leaving among his children "little Helen, the blind and deaf child who had learned to speak." The Governor of Alabama was William C. Oates of Henry County but already Joseph F. Johnston was elected and would take office within a short time. The United States Senators were John T. Morgan from Dallas County and James L. Pugh from Barbour.

Montevallo was an unincorporated village considerably smaller than it is now; the census of 1890 reported 572 inhabitants.⁴ For many years, however, it had been a cotton market and railroad terminal. In 1896 there were six passenger trains a day. Long before there was a Birmingham, people from all over this part of the state came to Montevallo to shop. I once talked with a woman who told me that her grandmother went to Montevallo from Ashville to buy her wedding clothes because this was the *best* place in the whole area to get nice things. Furthermore, the village was known all over the nation as the home of the excellent Montevallo coal, the first Alabama coal sold under a trade name.⁵ There was not a foot of pavement nor a single electric street light but there was an abundance of water, supplied by the numerous springs along Shoal Creek. In addition to the coal industry and farming, the economic life was centered in 8 general stores, 2 livery stables, 2 drug stores, 2 fine hotels, 1 lime kiln, 1 brick yard, 1 saw mill, 1 sash, blind, and door factory, and 1 newspaper. The editor of the *Montevallo News* (with pardonable local pride) extolled the virtues of his home town with an article which began "Montevallo, the Hustling, the Bustling, the Rustling. The most enterprising little city in the state. . . ." ⁶

³ *Peoples' Advocate*, October 10, 1896.

⁴ Saffold Berney, *Handbook of Alabama* (Birmingham, 1892), p. 328. Of Shelby County's 20,886 people, 14,281 were white and 6,605 colored.

⁵ *Alabama*, VI, April 21, 1941, p. 15.

⁶ September 16, 1897. This was contained in an ad taking up one-third of a page.

Montevallo also had a tradition of good local schools. There were earlier schools but in 1851 the Montevallo Male Institute was organized and a brick two-story structure was built for it by a joint stock company. This like many other schools dependent on fees for funds ran into difficulties and was replaced in 1858 by the Montevallo Male and Female Collegiate Institute under the supervision of the Cumberland Presbyterian Church. This was closed during the war, but was reopened some time afterwards as a girls' school. Many local people, including the mother of Miss Mary Woolley, received their education at this school, housed in what is now Reynolds Hall. The best known teachers were the Reverend and Mrs. Meredith who ran the school.⁷

Getting the school located in Montevallo was no easy task. In fact, getting the school going at all was difficult. The bill establishing it had passed in 1893, to become effective January 1, 1895. The sponsors expected to open the following fall. In the spring, the Governor appointed a Board of Trustees which had its first meeting in Governor Oates' office June 17. The Board was charged immediately with two responsibilities: the selection of a president and the choice of a location. With little difficulty, they settled the first matter; they selected Miss Julia Tutwiler, principal of the Livingston Normal School and the best known woman educator in the state, to head the new institution. Because of her training and interest in industrial education for women, Miss Tutwiler was the natural choice to lead the new project. Her salary was to be \$1,200.00 a year.

Approval of Miss Tutwiler's election was general. Mr. Bloch felt that her characteristic sagacity and clear judgment would appear in all her acts of training young women who wished to be "self-sustaining and competitors of the brightest minds in the history of the world."⁸ The *Eutaw Mirror* considered the election a "just tribute" to the "only woman in the state who had all the qualifications of mind, heart, and person."⁹ *The People's Weekly Tribune* stated editorially that "there can be only one mind throughout the state touching the manifest wisdom and justice of her election. . . ."¹⁰

⁷ J. A. MacKnight, "Montevallo: A Little Bit of Lombardy" (Columbiana, 1907), p. 4; Reverend E. B. Teague, "Sketches of the History of Shelby County," typescript, Department of Archives, Montgomery.

⁸ *Wilcox Progress*, July 3, 1895.

⁹ *Eutaw Mirror*, July 4, 1895.

¹⁰ Quoted in *Montevallo Times*, May 11, 1895, also June 27, 1895.

The *Livingston Journal*, on the other hand, rejoiced that she would remain in Sumter County another year since the Board considered it impractical to begin the new school before the Fall of 1896.¹¹

In accepting her appointment, Miss Tutwiler declared her willingness, if the Board wished, to visit some of the typical industrial schools of the United States and to observe their methods of work. She must have startled the Board, hampered by lack of funds and very money-conscious, with her suggestion that it would be good for her to make a trip to Europe to examine the work of technological schools for women in Berlin, Paris, and London. There she might find well-prepared teachers for "certain specialties."¹²

Locating the school was more difficult. Towns in every part of the state began making bids for it. Camden, the home of Senator Sol D. Bloch, who had introduced the bill creating the school, was bent on having it.¹³ So were Tuscaloosa, Anniston, Huntsville, Wetumpka, Jasper, and several others—a total of fifteen. Each town appointed a committee of leading citizens to submit its offer. There was no one offer that was conclusively outstanding and the Board appointed a subcommittee of three to visit the proffered sites.¹⁴ These men, in so doing, paid particular attention to health conditions (drainage and the local history of epidemics), water supply and accessibility, these things in addition to the offered lands and buildings.

Montevallo got the school, of course, but not until the thirteenth ballot. The decision was made June 25, 1895. Previous to this, enthusiasm had run high at the prospect of capturing the "grand prize." The *Montevallo News* of April 23, 1895, noted that the citizens of Montevallo "are greatly aroused over the Industrial School question. They are grading and graveling the streets, cleaning the college lot, and putting the whole town in good shape. Several farmers from the country have sent in teams to help and we mean business and are going to try our very best to secure the school." A county committee com-

¹¹ July 18, 1895.

¹² Letter to Executive Committee, Minutes of the Board of Trustees, I, July 25, 1895. Miss Tutwiler offered to do this traveling for expenses only. She did not go to Europe, but she may have visited schools in the North and East since the Board paid her \$100 for expenses upon her resignation. Hereafter, Minutes of the Board will be cited as Minutes.

¹³ After the Shelby County papers, the *Wilcox Progress* gave the school its greatest coverage. There were frequent news items and many long articles. See for example in 1895, April 22, 29, June 3, 19, 10.

¹⁴ Members were Dr. Eager, Mr. Austin, and Mr. Plowman. Minutes, I, 35.

posed of H. C. Reynolds, Chairman, E. S. Lyman, and other leading citizens was formed to call on the governor to present the cause of Montevallo.¹⁵ Successful efforts were made to popularize the movement in adjoining Bibb and Chilton counties. Even "Spring Poet" with more enthusiasm than art burst into rhyme at the thought of having the school located in Shelby County:

INDUSTRIAL SCHOOL—A POEM

Montevallo with her beauties of nature
Two springs with their water so cool
With her minimal wealth and culture
Is a place for the Industrial School.

Her advantages and her offer is great
Her people hospitable, courteous as a rule
Being the geographical center of the state
Is entitled to the Industrial School.

Birmingham, Talladega, and Jasper
Are all on the alert and wise
But we heard a gentle whisper
We are going to get the prize.

E. S. Lyman, and H. C. Reynolds
Committee elected to use
Their influence in Montgomery
Have returned with good news.

We are situated on
The greatest trunk line
So you may count on the Southern
Getting there on time.

Work on the new bridge has begun
New passenger depot to follow
Oh, won't we have a glorious town
Three cheers for Montevallo.

¹⁵ There were several subcommittees: Committee of Ladies: Mesdames C. W. Carey, G. W. Morgan, E. S. Lyman, C. C. Vandergrift, Misses Pauline Acker and Hattie Lyman. Finance Committee: W. B. Reynolds, F. W. Rogan, S. A. Latham, C. W. Carey, L. N. Bowden. Correspondence: J. M. Reynolds, C. L. Meroney, W. B. Reynolds, W. S. Carey, E. S. Lyman. Reception of Visitors: William Lyman, S. A. Latham, George Morgan, George Kroell, Pat Kroell, and H. C. Reynolds. W. B. Reynolds was chosen as a committee of one to write and publish a succinct history of Montevallo. *Montevallo News*, May 2, 1895.

So let us work every day
Pull together and keep cool
After the 16th of May
We will see who gets the Industrial School.¹⁶

There had been considerable public interest and support of the project. The last Saturday night in April a mass meeting was held in the Baptist Church to discuss propositions relative to the location of the school. After H. C. Reynolds had called the meeting to order, the Rev. C. L. Dobbs, pastor of the host church, offered a prayer.¹⁷ Several leading citizens discussed various pieces of property that might be offered to the Board as possible sites, appointed various committees of both men and women, discussed finances, "canvassed the house" and reported \$71.25 cash subscriptions to the cause.¹⁸ The *Montevallo News*, which was owned by H. C. and W. B. Reynolds (but run by a succession of editors) and which could rightfully boast later that it had played no small part in bringing the school to Montevallo, in the same issue that reported the mass meeting announced "a grand musical concert" to be given the next week for the benefit of the industrial school fund. "Don't fail to come out to hear Professor Pickens on his Stradivarius violin which is 223 years old," the notice ran. His music was "simply marvelous." Admission was 10 and 25 cents. People from surrounding communities—Briarfield, Calera, Centreville, Six Mile, and Aldrich—were invited to attend. Efforts to make the project more than local paid off in wider publicity and subscriptions to the growing fund. West Blocton, where a correspondent to the *News* reported that interest in the industrial school location had been very strong, was "for Montevallo by a huge majority." ¹⁹ Mr. J. M. Reynolds spent a day in Centreville where he found the people "all in favor of the industrial school being located here." Captain E. W. Booker from Shelby Springs, who with his daughters had attended the mass meeting, was "heart and soul with us and is a power when he puts his shoulder to the wheel." ²⁰ William Renau of Maylene was among those visitors in town who made a liberal subscription to the fund which was being taken at the news-

¹⁶ *Montevallo News*, May 9, 1895.

¹⁷ *Ibid.*

¹⁸ *Montevallo News*, May 2, 1895.

¹⁹ *Montevallo News*, May 23, 1895.

²⁰ *Montevallo News*, May 9, 1895.

paper office.²¹ Six weeks later the editor was pleased "to see how nobly the people are rallying to our assistance in putting up the buildings for the industrial school. Not a man who had been approached on the subject had refused us." ²²

At first glance, Montevallo appeared to have little chance to get the school, however. The *News* admitted editorially that "Montevallo does not offer much to the Industrial School. We have no grand buildings to donate. It is a lamentable fact that we are poor and the people around us are poor. We make no boast of splendid donations, but we do say, and say without fear of successful contradiction, that we offer the most accessible spot." The citizens of Montevallo did offer some land and a "college building" but this was less than most places. The newsman pointed out that health conditions were good, so was the religious and moral atmosphere. "Last, but not least," the editor concluded rhetorically, "we offer you the children of a noble people. . . . Gentlemen of the Board, place it in Montevallo and you will make no mistake." ²³ Shelby County "about 16th" as a tax paying county had never had a state institution within its borders. Montevallo was central to Bibb, Chilton, and Shelby Counties which were predominately white and would furnish large numbers of students. Farmers of the area traded there "largely" and knew what a "nice quiet town it was" with few of the temptations or vices prevalent in larger places. Furthermore, it was on the edge of a great mineral district of the state. Therefore, it would serve the daughters of both farmers and the industrialists.²⁴ It is said that when the decision of location was in doubt, Captain H. C. Reynolds and others of his committee, took a map to the governor's office and drew two lines from the four corners, showing graphically that Montevallo was ideally located at the center of the state.

Actually, the donations to the new school were considerable. They included "four squares of ground in the heart of town on which were a two story brick building (Reynolds) and three wooden cottages, 200 acres of land adjoining, 160 acres of Cahaba coal lands, a year's supply of the "celebrated" Montevallo coal donated by W. F. Aldrich, the promise of \$9,000.00 and other inducements such as the

²¹ *Montevallo News*, May 30, 1895.

²² July 4, 1895.

²³ *Montevallo News*, May 30, 1895.

²⁴ *Montevallo News*, May 2, 23, 1895.

availability of inexpensive brick and building stone. The total value of all these was \$42,000.00.²⁵ On June 27, the *News* carried this simple statement, "We take great pleasure in announcing to our friends in the surrounding counties that Montevallo has been selected for the Industrial School."

Captain Henry Clay Reynolds was the president when the school opened its doors on October 12. The original plan to open in the Fall of 1895 did not materialize. In July of that year Miss Tutwiler paid her first visit to the village of Montevallo and received a warm welcome—"as a citizen, as president of our great industrial school, as one of the great educators of the age, a woman who has a record second to no woman as a humanitarian. She will grace and honor the presidency and we promise her that her school shall be as we promised to the Trustees, 'Our Pet and Our Pride.'"²⁶ What Miss Julia thought of her new prospects we do not know, but there is a legend in Montevallo that she saw nothing but "red clay banks." She is reported to have told a group of residents that she believed there were not forty white people in Montevallo!²⁷ Miss Tutwiler and the Board of Trustees agreed that the \$15,000.00 appropriation from the state was not enough to open a first-class industrial school. A year later, Miss Tutwiler was still of the same opinion; the Board believed, however, that the ultimate success of the institution was dependent on opening at once; further delay would be hazardous. Miss Tutwiler, having obligated herself to Livingston for the coming year, resigned. On

²⁵ *Montevallo News*, June 27, 1895.

²⁶ *Montevallo News*, July 11, 1895, reprinted in *Livingston Journal*, July 25, 1895.

²⁷ Mary E. McWilliams's Manuscript History of Alabama College. Hereafter cited as McWilliams Ms. In the 1930's Miss McWilliams, a 1916 graduate of the school and a professor of history at her Alma Mater, began a history of the college. She did a great deal of work interviewing people who had been connected with the school in the early days. Most of the material that she left is in typed notes, but, contrary to popular report, not in a finished form. Two characteristics of this material make it difficult to use: few of her interviews are dated and although there is every reason to accept without question the information contained in them, the present writer would be happier if there were a date on each. Most of these people have long since been dead and all friends of the college must be forever grateful to Miss McWilliams for preserving this knowledge. A second difficulty in using these notes is that there is no pagination and only partial classification. Each item is carefully footnoted and for that everyone is grateful, but the notes are not easy to cite. The reader may rest assured that each reference to material in the McWilliams Ms. is there.

September 18, after offering the presidency to several men who could not accept, the Board elected Captain Reynolds.²⁸

Captain Reynolds was a merchant, not an educator. He operated with his son, W. B. Reynolds, a store which was on the site where the Chevrolet Company is now. Mr. Reynolds had worked very hard as chairman of the local committee to bring the school to Montevallo. October 12 had already been set for the opening and the new president had to do some hustling to get everything in readiness. He inserted ads in several papers and even got out a little bulletin or prospectus giving the important facts about the new school. He entered ads in papers all over the state which read:

WHITE GIRLS INDUSTRIAL SCHOOL OF ALABAMA

A business education furnished young women free of cost except living expenses. This school will open at Montevallo, Alabama, on the 12th of October. A faculty representing the best talent in the South is now being selected. Professions taught which will make girls independent. We make teachers, artists, musicians, stenographers, typewriters, telegraphers, bookkeepers, dressmakers, and milliners. Other industrial branches will be added. A complete literary course will be added also. Total expenses for the entire session \$80. This includes tuition in all its branches, board, lights and fuel, laundry and medical bills and all ordinary text books used in the school. No incidentals, except a small fee for use of pianos to pupils taking instrumental music. Only \$15 required to enter; balance monthly.

²⁸ For a lengthy explanation of the decision to delay the opening of the school, see a letter to the editor from the Executive Committee of the Board of Trustees, *Montevallo News*, July 18, 1895. Too little money (only about \$20,000 at most), not enough time to get existing buildings ready and hopes to get an adequate appropriation from the 1896 Legislature are the reasons given. Miss Tutwiler had been in correspondence with "all the industrial schools in the South and some in the North which go under another name, but do the same work." She was of the opinion that not one of them had started with so small an outlay. *Montevallo News*, August 29, 1895. See also letters from Miss Tutwiler to Governor W. C. Oates, September 9, 1895, and February 27, 1896, Governor's Papers, Department of Archives and History. She wanted very much to have a well-prepared faculty and urged the Governor to appoint, or allow her to appoint, some three or four teachers who would study a year at Pratt Institute or one of the western agricultural colleges so that they would have some understanding of the nature of the new school. Of the hundreds of applicants, she said, not one of them was qualified. See also *Montgomery Daily Advertiser*, August 15, 1896, which gives some indication that she felt she had been double-crossed since in the spring of that year all but one of the Trustees had signed a written agreement that she could remain at Livingston for another year. They had told her that they did not believe they would be ready to open the school in 1896.

Each county in the state is entitled to its quota of scholars between the ages of fourteen and twenty-one at the above named rates. They must be in good health and have fair primary education. Pupils in the different counties desiring the benefits of this school should make immediate application. Prospectus furnished on application.

H. C. REYNOLDS, *Acting President*²⁹

Unbelievably, between 125 and 150 girls appeared for the opening; before the year was over, about a hundred more had enrolled.³⁰

On the day that the Board elected Captain Reynolds president it created eight "chairs" for the new school: (1) mathematics and bookkeeping, (2) English and history, (3) pedagogy, (4) instrumental and vocal music, (5) art, including free-hand, architectural and mechanical drawing, house-, sign- and fresco painting, (6) stenography and typewriting, (7) sewing, dressmaking and millinery, and (8) scientific cooking. A motion was made to create a "chair" of calisthenics and physical education, but nothing came of it. Then the Board elected teachers for these "chairs" and voted to pay each \$60 a month salary.

Just how many applicants there were for the jobs thus created is not certain, but there were several, most of them residents of Alabama. The largest number (thirty-six) was for the "chair" of English and history. Miss Anne Kennedy of Centreville was elected, but only after several ballots. Miss Elizabeth (Bessie) Haley of Jasper was appointed to the "chair" of pedagogy by acclamation. Professor R. J. H. Simmons of Ozark was elected to the "chair" of mathematics and bookkeeping over two other applicants. Mr. Simmons was the only male member of the teaching faculty.³¹ Miss Addie Lee of Furman was chosen as "directoress" of music and Miss Edna Bush from Anniston her assistant.³² Miss Minnie Stoner of Hurtsboro, Indiana, the

²⁹ *Reform Advocate* (Wetumpka), September 3, 10, 17, 1896; *Peoples' Advocate*, September 10, and many others.

³⁰ The number of girls reported to have enrolled that first day varies from 125 to 175.

³¹ Dr. Edgar Givhan, the college physician, and Captain Reynolds were the only other men on the roster. See "Officers and Faculty," *Catalog of Girls' Industrial School of Alabama*, I, p. 6.

³² Miss Bush was an applicant but actually she was not elected until after classes were underway when it became evident that Miss Lee could not handle the large number of pupils who chose to take music. This is the Miss Lee who married the Rev. P. L. Abernethy in 1899.

only qualified applicant for the "chair" of scientific cooking was chosen by acclamation as was Mrs. Gussie Nelson of Montgomery for the "chair" of dressmaking and Miss Ella McCombs of Greenville for art. Mrs. Mary C. Babb was elected "lady principal;" and although there was no distinction of rank in the faculty, she was second in command. She was to teach geography and several other subjects. Before many months, Mrs. Florence Hudson would be employed to teach telegraphy.

These were the man and women who met with President Reynolds ten days before that opening date of school. There are no minutes for that or any other early meeting, but Miss Anne Kennedy years later wrote an account of these long and important sessions, held each morning and afternoon in Captain Reynolds's home.³³ It was "an eager, anxious group of workers," she wrote in what was intended to be the first chapter of a history of the first ten years of the school.³⁴ "More than any mere department work was the duty of this faculty. To organize rightly and to begin this wholly new type of school was a work that loomed larger, more seriously difficult, as it more nearly approached." "Some of the literary teachers," she continued, "had been in close sympathy with Miss Tutwiler's plans; they had even visited the Armour Institute in Chicago and Pratt Institute in Brooklyn. But of how little avail seemed all the best efforts they had made to prepare for all this!" Feeling the importance of the work committed to them, it was "no wonder that these workers stood troubled and afraid as they faced their great responsibilities." To them, however, possibly more than to any others, even the trustees, "the joy of that opening day will linger longest in the memory and the heart."

President Reynolds said that this faculty of "trained and skillful teachers whose every effort will be devoted to the instruction and advancement of the pupils committed to their charge" had been chosen with great care. This was doubly true of the instructors in the "industrial features" and all heads of the different departments were

³³ Faculty meeting minutes were not kept until 1913 during Dr. Palmer's presidency.

³⁴ The typescript of 18 pages entitled "A Sketch: The Birth and Beginnings of the Alabama Girls' Industrial School" by Anne Kennedy is dated August, 1916, but she had worked on it much earlier when Dr. Palmer had commented favorably on what she had done. Kennedy to Palmer, July 7, 1908; Palmer to Kennedy, July 16, 1908. Palmer Papers, Alabama College. Miss Kennedy's sketch is in the Mary McWilliams Papers, Alabama College.

thoroughly competent men and women who would give "practical instruction."³⁵

No doubt these ten days preceding October 12, 1896, were spent in devising ways and means of carrying out the purposes of the school. In the interval between the election of a president and the opening of school, Mr. Reynolds had quickly prepared and sent out to all trustees and others a "Prospectus" of the Girls' Industrial School of Alabama, 1896-1897. This document gave not only the overall purpose of this new school but outlined the courses of study and gave practical advice on clothing, textbooks, etc. It was probably prepared by Captain Reynolds's son W. B. Reynolds and his business partner who, although never officially connected with the school, took an active interest in the whole project and was extremely helpful in making plans and handling the correspondence and publicity.³⁶

No document could show more clearly the haziness that existed in the minds of people in those early years about what subjects an industrial school should teach. The Prospectus defined the purpose of each of five courses: the Normal Course would prepare young ladies for teaching, the Business Course would fit them for the counting room, and the Course in Industrial Arts, including industrial and mechanical drawing, designing, oil painting, and telegraphy, was designed to fit them for practical industries of the age. The Domestic Science Course, including cooking, sewing, cutting, fitting, and the care of the sick, was expected to equip a woman to be the head of the household. The fifth one was the College Course, designed to furnish the highest degree of literary attainments and scientific knowledge. It should be observed that the business course was not considered an industry, but oil painting was. Both cooking and sewing were listed under "domestic science." Listing the College Course last no doubt was intended to indicate that, in the words of the first catalog, the literary departments of the school were "simply adjuncts to the professional or training departments."³⁷

If there was confusion and even fright in those early days, it is not surprising. Neither trustee, president, nor members of the faculty knew anything about planning a curriculum for an industrial

³⁵ *Prospectus*, 1896, p. 3.

³⁶ W. B. Reynolds to Governor H. W. Brandon, January 15, 1926. Conversations with Mrs. J. Alex Moore, Miss Laura Dale, Oak Hill, Alabama. McWilliams Ms.

³⁷ P. 38.

school. Not a single member of the faculty had ever been connected with one. The teacher of telegraphy had worked with Western Union; the teacher of commercial subjects had studied with the inventor of the "New Rapid," a form of typewriting; the teacher of cooking had studied in a school of domestic science in Washington;³⁸ the teacher of dressmaking was the best dressmaker in the City of Montgomery. There was only one degree among them, yet it was generally a dedicated faculty and several of them remained with the school for many years, helping to shape its destiny.

October 12, 1896, dawned crisp and cool. The *Shelby Sentinel* (published in Calera) rhapsodized, "The day was a perfect one, beautiful beyond description and Montevallo, noted for the beauty of its situation and the attractiveness of its surroundings, never appeared to better advantage." At 8:00 a.m., the temperature was 58 degrees; at noon, 67.8 degrees; the highest for the day was 68 degrees. By night, the thermometer was below 60 degrees again and probably all students had to don jackets.³⁹

The students were already in town. President Reynolds had urged pupils to get to Montevallo early the previous week so they could be "comfortably quartered" in their rooms before the weekend. Classification on Monday, then, could proceed without delay. The newspaper reported that "bevy's of girls [had] arrived daily until by Sunday night the little city was literally swarming with Alabama's fair and lovely daughters, many of them accompanied by their parents and guardians." Many of these latter returned home after they got the girls settled but early Monday morning the citizens of nearby areas (Bibb and Chilton Counties, as well as communities in Shelby County) came rolling in. They came by train, in wagons, buggies and surreys, often with trunks tied on behind the vehicles.⁴⁰

The formal opening took place in the "old college building." Ten o'clock was the hour set but apparently the ceremonies did not get under way until 10:30. The "spacious chapel" (first floor of Reynolds) had been "tastefully arranged and decorated" for the occasion. Some six or seven hundred people crowded into the build-

³⁸ Miss Stoner resigned before school began and Miss Nellie Evans was employed.

³⁹ Letter from Cecil R. Jobe, Principal Assistant, Weather Bureau, Airport Station, Birmingham, to Lucille Griffith, August 8, 1963.

⁴⁰ *Shelby Sentinel*, October 15, 1896.

ing; some 300 to 400 stood outside, hearing what they could. Captain Reynolds presided. On the platform with him and the faculty were Governor Oates, Trustees W. W. Wadsworth, Thomas S. Plowman, George B. Eager, and John McQueen, several members of the Legislature and other prominent gentlemen. The exercises began with the singing of the hymn "All Hail the Power of Jesus Name." Dr. Eager, a prominent Montgomery Baptist minister, then offered a fervent prayer. After Miss Addie Lee, instructor in music, gave a piano solo, President Reynolds introduced the Montevallo Methodist minister, "who delivered a chaste, beautiful, and cordial address of welcome."⁴¹

Governor W. C. Oates apparently was the principal speaker; he delivered an "able, interesting and instructive" address. He congratulated Mr. Reynolds on his "matchless work" in behalf of the institution and the wonders he had accomplished during the short time since he had been placed at its head. This was his first visit to Montevallo, he said, but he was pleased with what he saw and it looked to him "as if nature had intended it for the seat of a great educational institution, in fact, for a great educational center." As to the school, he considered it the "grandest enterprise the state had ever inaugurated." His lengthy address was "punctuated throughout with words of wisdom, of encouragement and congratulations on the happy issue and a brilliantly auspicious opening of so splendid a state institution."

By this time most of the girls were probably ready for lunch, but there were still more ceremonies. All of the trustees made speeches, which were "instructive and entertaining." All of them stressed that it was a wonderful thing this new school proposed to do—to train not only the minds, but the hearts and hands and thereby to fit them to meet practical duties and responsibilities. At this point, there was another break in the speech making—a beautiful vocal solo by Miss Lillian Aldrich.⁴²

⁴¹ This may have been the starting point of a romance that culminated in marriage. The *Shelby Sentinel* of January 26, 1899, carried the announcement of the wedding of Miss Lee and the Reverend P. L. Abernethy. The bride was described as "a young lady of great accomplishments." When they arrived from their wedding trip, "the entire school formed a line and met them at the depot." The students were joined by faculty and citizens.

⁴² Miss Aldrich was the adopted granddaughter of W. F. Aldrich, leading coal producer and politician. Miss Anna Nabors to Lucille Griffith, October 10, 1963.

It was finally President Reynolds's time to speak. He thanked the governor for the compliments he had paid him, expressed his gratitude to his fellow citizens, his friends and neighbors, for their kind and hearty cooperation, and recounted the difficulties he had in getting the school under way. After this, the Reverend P. L. Abernethy pronounced the benediction. Whether the visitors lingered or dispersed immediately, we are not told. Probably most of them left on the next train or in time to get home before dark.⁴³

For the students and faculty, however, the day had just begun. Students still had to register. In the afternoon they reassembled in the hall where the exercises had been held and anxiously awaited their turns to see the president. One by one, they were ushered into Mr. Reynolds's office which was also on first floor. He questioned them about their family background, age and previous schooling, and told them what would be expected of them at A.G.I.S. The president was assisted by Mrs. Mary C. Babb, the "lady principal" whom one student remembers as a "self-confident administrator." She was nice looking, efficient and sure of herself. Students were afraid of her—but she dispatched the duties of her position well.

When not being interviewed, the girls stood around in groups, getting acquainted and talking. Most of them were country girls and few of them had been away to school before. Mrs. W. T. Reaves remembers that it was Kate Kroell, who lived in the big Victorian house on Main Street, who kept things lively with her witticisms for a group of already homesick girls.

For a moment, we might look at the appearance of the campus. Students and faculty members were meeting downstairs in Reynolds; upstairs classrooms were unmarked so there was much confusion about who was to go where, a condition not remedied for several days. Reynolds was just the central building; the wings which in the 1960's housed the Tea House and the speech and education offices, were not yet built. Except for two small frame houses, that was the whole plant. It is unnecessary to point out that this one building would hardly provide enough classroom space. Townspeople were generous with their homes, and classes met "all over town." The Home Economics classes, for example, met in what is now the Saylor House, behind Napier Hall. It was then the residence of

⁴³ *Shelby Sentinel* (Calera), October 15, 1896.

Judge E. S. Lyman, who had worked very closely with Captain Reynolds in bringing the school to the town. The campus was small. From the best contemporary description, the eastern edge of it was about where the drive is between Main and Wills Hall. Palmer Hall, Wills Hall, Bloch Hall all would have been off campus. King House was where it is now but it was the home of Mrs. French Nabors who sold it to the school several years later.

There was no dormitory, so the girls lived in private homes. Even before he was made president, Mr. Reynolds, anticipating the opening of school that fall, had made arrangements with leading families to take as many girls as they could. They did this as a public service. Mrs. W. H. Trumbauer's mother, who was Kate Fondren, lived in the Carlton home, rooming with the daughter of the family. The house was somewhere near the present site of the Methodist Church. Mr. Reynolds had several girls in his home. The girls paid \$8.00 per month for board; the total cost of the eight months term was \$80.00. The next year the expenses went up to \$88.00.⁴⁴

If you are interested in what the well-dressed school girl of 1896 wore, the answer is simply—skirts and shirtwaists, mostly of cotton material—skirts down to the ankles and blouses with high necks and long sleeves. There was a uniform which Mr. Reynolds had informed them they must provide for themselves within a month after school started. The fall and winter uniform was of dark navy blue cashmere, trimmed with the same material and plainly made. An oxford cap, of the same material, was to be worn with it. The uniform was for public occasions like church or chapel when there was a visiting dignitary, but other times ordinary neat dress was accepted. The uniform changed several times (with the change in prevailing styles) but was finally abolished during World War I as an economy measure.

Rules of conduct were strict and were enforced by the landladies where the girls lived. Students, for example, were not to entertain their boy friends, they were not to receive mail from them, and what mail they did receive was often opened and censored. They could go to town only on stated occasions and when chaperoned by another student. In other words, they had to go in two's. While down on Main Street, they were not to carry on conversations with

⁴⁴ Mrs. W. T. Reaves, interview, August 17, 1963.

people, which made it very hard for those whose families lived in the area and had friends among the business people. Trips home were almost unknown; there was only one day for Christmas. Girls helped with housework in their boarding houses, washing dishes, cleaning and filling the kerosene lamps, bringing their water in buckets from the spring. For this last task they again had to go in two's and woe unto the pair that put off this chore until dark! Girls were informed they came to the Industrial School to get an education and not to enter society! ⁴⁵

We smile at the quaintness of the rules and regulations. And yet, we should observe that they were not unique to Montevallo. Every girls' school had a uniform—and many of them less like the current styles. The rules of conduct were no stricter than at other schools, and probably in their homes. Remember these girls were young (of elementary and high school age) and this was still the 19th century when rules of conduct were decidedly rigid.

However, we must not think that Alabama Girls' Industrial School was like all other schools. Montevallo was unique—unique in purpose. For the first time in the history of the State, Alabama was doing something for the education of its daughters. As one of the speakers said on that opening day, the school proposed to train not only the mind, but the heart and the hand. It would furnish for the girls what Auburn was giving their brothers.

Opening day had been widely publicized and reported in the press. A gratifying number of dignitaries had attended the exercises. Before the day was over, the school was functioning. One unidentified member of the faculty wrote down her views of opening day:

LONG TO BE REMEMBERED

On October 12, 1492, Rodrigo Triana, from the tiny Columbian caravan, beheld the smiling shores of the New World, rich with promise and reward. Today, October 12, 1896, the early mists of the morning having cleared away and given place to the glorious sunshine of the beautiful "Summer of All Saints," the girls of Alabama look out upon a new world of opportunity for which they long have been sighing, for upon this historic day opens the Alabama Industrial School for white girls.

Though Alabama in the person of her illustrious daughter, Julia Strudwick Tutwiler, was the first to advocate the cause of industrial education

⁴⁵ Mrs. W. T. Reaves to Lucille Griffith, interview. 40th Anniversary Pageant, written by Mrs. Reaves's daughter, Mrs. W. H. Trumbauer.

for girls, she has been slow to provide such instruction. And, now the time is ripe, the fields truly white for the harvest, for the girls are hungering and thirsting for the advantages that are here to be supplied.

While the Georgia Normal and Industrial College at Milledgeville, "surpassing the best expectations of its most sanguine friends" had on its opening day eighty-eight pupils from fifty-two counties, the Girls' Industrial School of Alabama has today enrolled one hundred and seventy girls from all parts of the commonwealth. Bright faced school girls, men and matrons of Montevallo and the surrounding country, dignitaries of church and state, from Montgomery, Selma, Birmingham, and elsewhere, were early upon the ground, wending their way with bouyant steps to the shrine of learning crowning Montevallo's central hill.

The chapel was filled to overflowing, the doors were banked with eager, attentive faces. Upon the rostrum sat President Reynolds, His Excellency, Governor William C. Oates, and other members of the Board of Trustees, and the faculty with a number of distinguished visitors. . . .

After giving an account of the actual program and the substance of the addresses, the unknown writer continued:

So much of the story of the Alabama Girls' Industrial School is here recorded in full detail that we all may know of the succession of events that led to the birth and beginning of the school. The events that follow show its development that point to what has influenced its character, that marked its growth—which we believe to be God-directed and steady—towards higher ideals and that promise yet to bring a full realization of all great dreams . . . would come afterwards.⁴⁶

This account, given in the somewhat sentimental and florid style of the 19th century, catches the "flavor" of the opening days. There was much excitement and great pride in Montevallo and throughout the state in the new school. As one editor exulted, "people had witnessed the opening of an institution of learning that [was] destined to wield an influence for good upon the future generations of our state that cannot be estimated or measured."⁴⁷ Here was something wonderful! Here was a school where any white girl could get an education—good enough for any of its citizens, inexpensive enough for all.

⁴⁶ Quoted in Anne Kennedy, "A Sketch," p. 17-18.

⁴⁷ *Shelby Sentinel*, October 12, 1896.

III

The Reynolds' Years 1896-1899

When Henry Clay Reynolds took the helm of the Alabama Girls' Industrial School in September, 1896, the school was little more than a hope and a promise. When he was replaced as president in May, 1899, the school was firmly established, trustees and politicians had ceased periodic suggestions of moving the school elsewhere, the campus had been expanded, and a dormitory and other permanent buildings had been erected. Mr. Reynolds had "sold" the school to the people of the state, and its graduates were filling responsible positions throughout the South. The president had given three years (and longer, if you count the two he spent in getting the school located in his hometown) of dedicated service to the school, and yet

when he left office, his administration was under attack. It is the purpose of this chapter to give a closer examination to the Reynolds' years to see what factors entered into the success of the school and what circumstances led to a law suit that occupied the time of both Mr. Reynolds and the Board of Trustees for more than six years after 1899.

Henry Clay Reynolds was fifty-four years old when he was elected president of A.G.I.S. Born in McMinnville, Tennessee, on March 11, 1838, the son of Elisha and Nancy Reynolds, he grew up in Montgomery and Greenville, Alabama, where the family lived at different times. The family ran a coach line from Montgomery to Mobile and later from Montgomery to Columbus, Georgia. In pre-railroad days this was important business. During the Mexican War days, the company ran a pony express from Mobile, where news from the battle front would first arrive, in ten mile relays to Montgomery. Clay, as he was called by his family, was only a lad then, but by the time hostilities broke out in 1861, he had reached his majority. The Reynolds were living in Selma at the time of his marriage to Miss Mary Jane Boyd, but some time before Clay entered the Confederate Army, he and his father bought a farm in St. Clair County near Harpersville.

According to his own account, Mr. Reynolds entered the war as a private soldier in Company I of the 51st Alabama Regiment of Cavalry, Morgan Brigade, Wheeler's Command. The exact date is not known, but it was probably in the Fall of 1862. His regiment was raised with the understanding that it was to be an independent branch of the service and in the beginning was called "Independent Partisan Rangers." However, the regiment was made a part of the regular service and was known as the 51st Mounted Infantry. Three times he was captured and at the end of the war there was a \$500 price on his head. For a time, General Nathan Bedford Forrest was his commander. Mr. Reynolds came out of the war as a first lieutenant. Although he had been offered a captaincy, he had refused it. The title of "Captain" was purely honorary. Throughout his life, the memory of the Civil War was strong with him.

Shortly after the war, he moved his family, now composed of his wife and two children—William Boyd and Bessie Elinor—to Montevallo and opened a mercantile business. This he operated alone until W. B. graduated from college and joined his father. The busi-

ness thereafter was the H. C. and W. B. Reynolds Company. Their store was on the corner of Main and Shelby Street on the lot now (1969) occupied by the Chevrolet Company. He was President of the Cotton Growers Association of Alabama.¹

Father and son also engaged in the real estate business in the county and in lime manufacture at Siluria and Longview. He was a prominent Baptist and gave the lot on which the present Baptist Church is located. His big Victorian house was directly across the street on the corner of Main and Middle Street.² In short, Mr. Reynolds was a prosperous businessman and prominent citizen.

Captain Reynolds was chairman of the committee to attract the school to Shelby County in the first half of 1895 and it seems safe to guess that his interest stemmed from an appreciation of what such a school could do for both the girls of the state and the economy of central Alabama. The *Montevallo News*, owned by the Reynolds, carried several articles about what could logically follow the industrial school—paved streets, electric lights, a new depot, new industries, and increased business for the merchants.

In bringing the school to Montevallo, Mr. Reynolds had very able help from Judge E. S. Lyman, later the first Mayor of Montevallo and for several years the Treasurer for the Board of Trustees; and W. S. Cary, a lawyer.³ These three men had been the principals in convening meetings, appointing committees, raising funds, publicizing the project, and calling on the Board of Trustees. In the Summer of 1896, Mr. Reynolds, accompanied by Captain Ed Baker of Shelby Springs, went to Washington to urge Congress to make a grant of public land to the school. It is interesting to note that Captain Reynolds worked closely with the authorities at Tuskegee Institute which received an equal grant of land when the business was fin-

¹ *Peoples' Advocate* (Columbiana), February 13, 1896; Henry Bruce Rogan, *A Warrior and His Wife* (Montevallo, 1962), pp. 7-10, 48-50; Thomas M. Owens, *History of Alabama and Dictionary of Alabama Biography*; John Witherspoon DuBose, *Joseph Wheeler and the Army of Tennessee* (New York, 1912), pp. 317, 318, 319, 323, 417, 436, 450, 451; McWilliams Ms.; interviews with Mrs. W. T. Reaves, Miss Mary Woolley, Mr. Eugene D. Reynolds. Mr. Reynolds is a grandson of the Captain. I am grateful to him for the opportunity to examine some of his grandfather's papers.

² In later years it was the home of his daughter Belle and her husband F. W. Rogan. In 1963 it was sold to R. E. Whaley who demolished it to make room for business property.

³ *Peoples' Advocate*, December 17, 1896.

ished. He relied heavily on information furnished by President Booker Washington about developments in Congress. Mr. Reynolds was, in his words, "determined that this great prize to this grand institution shall not be lost through any neglect of mine."⁴ His activities for the school never ceased. Even before the final decision to open the school in October, 1896, he had arranged for families in Montevallo to board some 150 girls when school did begin.

Captain Reynolds was not elected to the presidency of the school until September 18 but he had been made "acting president" a month earlier. When Miss Tutwiler resigned, the school was left without a head and the Board adjourned without choosing her successor. Actually the Board elected Dr. B. F. Riley, Baptist minister and English professor, but he was obligated to the University of Georgia for the year and immediately notified the Board he could not accept. In view of the fact that the Trustees had voted to open in October, a multitude of tasks had to be attended to within the next two months. It is not recorded in the *Minutes*, but Miss Anne Kennedy tells the story that Governor Oates appointed Mr. Reynolds to take charge of affairs in Montevallo. Shortly after the meeting on August 14, Governor Oates was called to California where his wife was seriously ill. The Governor, as President of the Board of Trustees, had been active in bringing plans for the school into a workable form and he felt that there must be someone to direct the activities of the school in his absence.

He summoned Mr. Reynolds to his office in Montgomery, August 24, and asked him, as the man having the most "intense and abiding interest" in the school, to assume the temporary presidency. "The best hopes and wishes of the people of Montevallo were realized," the *Montgomery Advertiser* reported. "With one accord they applauded this action of the Governor." On the Captain's return home Tuesday night, a large crowd of neighbors gathered to "congratulate him on his elevation and show their appreciation of the Governor's action."⁵

In the weeks following his appointment, Captain Reynolds was "tirelessly busy, not only in Montevallo but all over Alabama, awakening interest and favor for the school, soliciting patronage, and in

⁴ H. C. Reynolds to Governor W. C. Oates, March 30, 1896, Oates Papers, Department of Archives and History, Montgomery.

⁵ *Montgomery Advertiser*, August 29, 1896.

all other ways getting ready for the opening in October." ⁶ Certainly no other man in the state could or would have devoted as much time and energy to the task as did Mr. Reynolds. By the second week in September, he was "rapidly systematizing" his work, and people in Montevallo were confident he would have the school ready by the appointed opening date. ⁷

At the meeting of the Board on September 18, Dr. George B. Eager, trustee from the state-at-large, nominated Mr. Reynolds for president. He was elected on the first ballot at a salary of \$2,000. ⁸ Newspapers registered some surprise, but generally offered congratulations. The *Peoples Advocate* of Columbiana considered him a wise choice and congratulated the Board on its selection—his "whole soul" was in the work. ⁹

If Captain Reynolds was not a candidate, (and he could not have been before mid-August unless there was some subterranean movement to oust Miss Tutwiler), why did the Board elect him? It was probably partly out of necessity. Miss Tutwiler had resigned on August 14 and Dr. B. F. Riley and the other educators to whom the Board had offered the position were unable or unwilling to accept it. On motion of Trustee T. S. Plowman of Talladega, the Board had committed itself to opening the school on October 15, 1896. ¹⁰ If this was to be done, a president had to be elected without further delay. If the Trustees had reservations about Mr. Reynolds' qualifications for the office, they did not record them. There is every reason to believe they considered him a wise choice. He certainly had proved his zeal for the cause, he was a successful businessman (and the finances of the school demanded expert handling) and he already lived in Montevallo. Furthermore, Governor William C. Oates had known him since Civil War days and favored his election. ¹¹ The members of the Board may well have foreseen that

⁶ Anne E. Kennedy, "The Beginning," *Technala*, 1921, p. 109-111.

⁷ *Peoples' Advocate*, September 10, 1896.

⁸ *Minutes*, I, 91-92. Sol Bloch replied by placing the names of twenty-two (including one woman) in nomination for the position! Whether this was a case of pique can only be conjectured, but reportedly the Captain and the Senator from Wilcox differed on several occasions. This is especially evident around 1899-1900 when Mr. Bloch was one of the principal critics of the handling of school business. See later in this chapter.

⁹ August 27, 1896.

¹⁰ *Minutes*, I, 81.

¹¹ *Shelby Sentinel*, October 15, 1896.

he would command the respect and affection of the students. Although there is nothing in the official record to prove it, it seems to have been commonly accepted that he was to hold the office temporarily until a suitable educator could be found.¹²

Mr. Reynolds may not have known much about the administration of a school, but he had the help of a dedicated faculty which early impressed the town, the news reporters, and the students. There was Mr. R. J. H. Simmons, the only man on the faculty who taught mathematics until 1898. The second year he was ably assisted by Miss Mary Goode Stallworth, of Beatrice, who stayed with the school until shortly before her death in 1930. In the Fall of 1897, a reporter from the *Shelby Sentinel* found the girls who were studying under Mr. Simmons and Miss Stallworth "proving their capacity for higher mathematics," and he predicted that they would soon be "startling the world with demonstrations" of their prowess in that field.¹³

Miss Stallworth can be classed as one of the "unforgettable characters" in the early history of the college. An arthritic condition which caused her to hold her head to one side may have contributed to her reputation of eccentricity. Both stern and kindly, she "scared the students to death" until they got to know her. Even then, the lazy ones learned she had no patience with them and would readily "skin them alive." But she was kindness itself to the earnest, hard-working student.¹⁴ Considered a master teacher, Miss Stallworth was used as a model in pedagogy and her classroom as a laboratory in the days before there was a demonstration school. Miss Mary Woolley, for example, did her "practice teaching" by sitting in Miss Stallworth's algebra class over a period of weeks.

Miss Stallworth upon the resignation of Miss Sara Callen in 1908 became head of the mathematics department.¹⁵ She was a versatile person and for two periods, 1913-1915 and 1916-1922, she was dean.

¹² Mrs. W. T. Reaves; Miss Anna Nabors; *The Clayton Record*, quoted in *Montgomery Journal*, May 29, 1899.

¹³ A reporter from the *Shelby Sentinel* paid a day-long visit to the school in October, 1897, which he reported in a lengthy article appearing in the October 21 issue. Unless otherwise stated, the succeeding faculty sketches come from it. Miss Stallworth was granted a leave of absence the Fall of 1927 because of poor health; therefore, she had been away a year and a half before her death in January, 1930. *Shelby County Reporter*, January 23, 1930.

¹⁴ Miss Mary Woolley, interview, August 13, 1963.

¹⁵ Callen to T. W. Palmer, May 5, 1908, Palmer Papers.

In the 1920's she was on leave of absence for study at the University of Chicago where she earned a master's degree before returning to Alabama College in 1925 as head of the art department. Before her death, her contributions to the college were many: she helped organize the student government, she was the founder of College Night, and she wrote the words for the Alma Mater which was used until coeducation made it inappropriate.¹⁶

Miss Anne E. Kennedy from Centreville, the first person named to the faculty, was in charge of the English department. She was "an educated, accomplished lady whose manners and bearing [were] a lesson in themselves." Miss Kennedy, who became the first historian of the college, never had a degree. Twice, however, she was granted leave for advanced training; in 1903 she studied at Harvard and in 1908-1909 she "went north" for a year's study. According to one of her students, Miss Kennedy was quite different from Miss Stallworth who was "all business." Miss Kennedy knew a great deal about many things and loved to talk. Sensing this characteristic, her students often engaged in that age-old game of getting their instructor "off the subject." It is possible that she taught her classes as many "things in general" as she did history. One of her students said she did not learn much history but she did learn to outline and analyze, whether it was a paragraph or chapter.¹⁷

Miss Kennedy characteristically spoke to the girls in the third person. When a girl had been absent from class she would ask what did "the little girl do to make her sick" or if someone was not paying attention, "little girl is not in class." Even President Palmer often "disagreed with her about the teaching of history" although he admired her and valued her devotion to the school. She was able, popular, and conscientious. "Her heart," he said at her death, "was always in the right place." Mr. Palmer believed that Miss Kennedy's influence had "probably been more indelibly impressed upon the early life of the school than that of any other teacher."¹⁸

¹⁶ *Shelby County Reporter*, January 23, 1930. Central Hall in Main Dormitory is named for her.

¹⁷ Miss Mary Woolley, August 19, 1963.

¹⁸ Miss Kennedy died June 16, 1918, at 2:00 p.m. A memorial service was held on September 29 for her and Miss Martha Patterson, in domestic science from 1911 to 1918, who died about the same time in Normal, Illinois. Palmer to S. W. Johns, October 12, 1918; Palmer to J. P. Kennedy, November 11, 1918. *Technala*, 1921, p. 131. Miss Kennedy resigned her position in 1912 because of ill health.

The second year of the school, Miss Sophia Fitts, sister of Attorney General William C. Fitts, became Miss Kennedy's assistant. She remained until 1904 and returned in 1905 to teach English two more years.¹⁹

Mrs. Florence Yerby Hudson who taught telegraphy was the wife of Tom Hudson, "the genial newspaperman . . . a bright little woman, an experienced operator . . . teaching several girls a profitable profession." She was especially well equipped for her position because, in addition to being a very good operator for Western Union, she was also a former English teacher.²⁰

Miss Nellie Evans handled the scientific cooking classes. Formerly a teacher in Washington, D. C., she was an educated and refined young woman, a graduate of one of the best schools in the country. A reporter for the *Selma Telegram* had visited a class in Washington which Miss Evans taught and was impressed with the fact that she made the art of cooking "not the dirty drudgery commonly pictured but a great field of instruction in chemistry and science. . . ." ²¹ At A.G.I.S. her work was aided materially by several gifts of equipment. Chattanooga Stove Company, for example, gave the school a fine stove and others donated a good sideboard, table damask, glassware, flour, sugar and many other things that showed "the interest taken in the science by many business firms." ²²

Mrs. Gussie Nelson from Montgomery headed a popular department—dressmaking. By the end of the first year, she had 125 students in different grades of sewing. The first term was spent mostly making—and remaking—uniforms. That year boarding school fare did for the growing girls what it has always done, and most of the students had to let out their clothes time and again to take care of the added pounds.²³ President Reynolds was of the opinion that Mrs. Nelson could not "be surpassed in her line of work." Whether his

¹⁹ *Technala*, p. 138. She was the daughter of the Reverend Dr. Phillip A. Fitts of Tuscaloosa. The family seems to have been highly educated. Thomas M. Owens, *History of Alabama and Dictionary of Alabama Biography*, III, 581.

²⁰ Reynolds, "Report," Catalog, 1896, p. 41.

²¹ Quoted in the *Shelby Sentinel*, April 22, 1897.

²² Miss Evans did not arrive in Montevallo until January, 1897. *Montevallo News*, January 30, 1897.

²³ Interviews with Mrs. W. T. Reeves and Miss Anna Nabors, both of whom were students in 1896, and Miss Mary Woolley, who did not enter until 1907 but who remembers several events of those first years. Dr. D. L. Wilkinson after 1898 kept records of weight gained, which averaged per girl between five and six pounds.

estimate was still professional or already beginning to be personal, we do not know, of course, but before his term of office was over, she became his wife.

Much credit for the smooth running of that first year was due to Mrs. Mary Morrison Babb, the lady principal. She was "eminently qualified" for her position as "her management of the girls' shows. Like clockwork they move, almost without an audible command; her duties she performed with a skill equal to her grace in the performance." She taught classes in orthography, writing, arithmetic, geology, natural science, and psychology. The President classed her as "a very superior teacher" and an able executive. He did not mention that she could teach a class on the stage and keep studyhall in the rest of the room at the same time or that she was elegantly groomed and beautifully mannered or that she was domineering. She remained in Montevallo until 1907.²⁴

One of the very beloved teachers on that first faculty was Miss Elizabeth (Bessie) Maude Haley who was elected unanimously to the chair of pedagogy. In her position she was responsible for the earliest teacher training at A.G.I.S. It was for her Latin classes, however, she is best remembered by her pupils. The first year there was no provision for the teaching of the languages, but the President and the faculty believed "a knowledge of Latin is necessary equipment of teachers" so Miss Haley, Miss Kennedy, and Mr. Simmons each took a Latin class in addition to their other work.²⁵ Miss Haley remained with the school until she married, in 1907, Mr. J. Alex Moore, teacher of bookkeeping, chairman of the faculty, and acting president during the last year of Dr. Peterson's life.²⁶

There were four music teachers in the first faculty, more than a

²⁴ Miss Anna Nabors and Mrs. W. T. Reaves. Mrs. Reaves said that Mrs. Babb and Captain Reynolds were the subject of much student joking—behind their backs, of course. *Technala*, 1921, p. 137. Mrs. Babb was widowed after six weeks of marriage and at the time of her death on July 18, 1924, at Kossuth, Mississippi, had been a widow for fifty years. She had taught at many places in Tennessee and Mississippi before she retired. Unidentified clipping in *Alabama College Scrap Book*, 1924-1925.

²⁵ Report of H. C. Reynolds, March 11, 1897, in *Catalog, 1896-1897*, p. 40.

²⁶ *Montevallo Times*, January 21, 1937. The Moores lived for many years after they returned to Montevallo in the house on the corner across the street from the Bell Telephone office, occupied by Mr. and Mrs. Vic Young in 1964. West Main Hall is named for Miss Haley. In 1963 an anonymous donor gave the college a carillon in her memory. It was installed on the Tower, just in time to give Christmas music to the whole campus. It was formally dedicated at Homecoming, February 22, 1964, at 3:30 p.m.

fourth of the teaching staff. Miss Addie Lee, who married the local Methodist minister in 1899, was directress of music. She was assisted by Miss Laura Dale, who taught piano and guitar, Miss Sallie Crumpton, voice, and Miss Edna Bush. Miss Susie Fox gave instruction in stenographic and typewriting "in a well-lighted room on the second floor of the Chapel Building."

The first commencement of the Alabama Girls' Industrial School was held May 23-27. "From the commencement sermon on the Sabbath to the closing exercises on Wednesday," the *Shelby Sentinel* reported, "was demonstrated most forcibly the wonderful success that has marked the career of this splendid institution during its first year."²⁷

The sermon on Sunday had been preached by Dr. J. O. Keener of Greensboro, Alabama. It was described as "most able, eloquent, and appropriate to the occasion." Miss Sallie Crumpton, teacher of voice culture, and her choral group furnished "superb" music. The weather was bright and beautiful and it was an inspiring sight to see two hundred lovely girls dressed in white dresses of their own making file into the chapel.²⁸ Order reigned and the "opening service of this important occasion for the Polytechnic was most auspicious indeed."²⁹

The "art levee" was held on Monday night. During the year, Miss Ella McCombs had sixty students in art who made gratifying progress, reflecting "much credit on their teacher." The exhibit included charcoal sketches, pencil studies, oils, crayons, pastels, and water colors—a total of 317 pictures.³⁰ On Tuesday there was a musical concert, featuring both vocal and instrumental music, presented to an overflow audience. Some time Tuesday, Dr. George B. Eager, member of the Board of Trustees and pastor of the First Baptist Church, Montgomery, gave a special address. On display during the whole time were exhibits from the dressmaking and cooking departments. The final exercises were held on Wednesday when Governor

²⁷ May 27, 1897.

²⁸ This was a precedent-setting occasion and everything had to be done correctly. In keeping with his slogan of "cheap enough for everyone," President Reynolds issued an order that no white dresses for commencement would cost more than fifteen cents a yard. The order was obeyed but it caused many heartaches among the girls who had their hearts set on "fine organdy and the like." *Shelby Sentinel*, April 28, 1897.

²⁹ *Ibid.*

³⁰ Commencement program, Catalog, 1896-1897.

Joseph F. Johnston made the principal address, sandwiched in between four musical numbers. Fifteen girls received certificates, eleven for proficiency in stenography and typewriting, three for proficiency in art, and one, Miss Lee Sanders of Salem, for proficiency in dress-making. Those receiving certificates in typewriting and stenography were: Tallulah Neil, Selma; Sadie Lenoir, Selma; Rosabelle Wise, Selma; Imogene Vandergrift, Montevallo; Ethel McMath, Montevallo; Edith Thomas, Wylam; Fannie Burke, Opelika; Anna Adams, Faunsdale; Edna Booker, Uniontown; Clara Langley, Anniston; Mae Swaim, Pratt City. The three art certificate recipients were Rachel Belgart, Hayneville; Adelle Barnett, Brewton; Minnie Lou Knox, Eclectic.³¹ Although the buildings were scattered and disorganized and much remained to be done, "yet already the great results to be achieved" were "beginning to bud."³² All circumstances considered, President Reynolds and the faculty had "accomplished wonders," success had crowned their efforts, and the first year marked the school as "the female school of the future of our state." The Board of Trustees, meeting during commencement, showed their delight in, and appreciation of, the splendid work by reelecting the whole faculty.³³

Commencement was a time of pride and also of self-examination. The President could look back to a year filled with both successes and frustrations. More than 200 girls (226 by the best count) from every part of the state had been enrolled and he had not turned away a single qualified applicant. The faculty was dedicated and loyal. The school attracted a great many visitors, curious about the workings of such an institution. Mrs. Huckabee from Nobel Institute, Anniston, for example, spent a day visiting the school in December.³⁴ Next year among the many prominent visitors was Honorable J. L. M. Curry who made an unannounced stop and during a morning visited every department, exhibiting much interest. In the afternoon, a special assembly was held so that Dr. Curry might address the student body and townspeople. The establishment of this school, he said, he regarded as the crowning glory of Alabama for, in developing the dormant resources of the minds of the girls

³¹ Catalog, 1896-1897, p. 48.

³² *Shelby Sentinel*, April 22, 1897.

³³ *Shelby Sentinel*, May 27, 1897.

³⁴ *Montevallo News*, January 2, 1897.

and scattering their products throughout the state, it set in motion influences for good that would operate to the end of time. At the end of his address he requested that the girls have a holiday for the rest of the day. There followed "an ovation as was never witnessed here. . . ." The "jovial doctor seemed to enjoy it as much as if he were a girl himself!"³⁵ Other educators, politicians, business people, and newspaper men liked to drop by. Mr. Reynolds reported toward the end of the first year that it was a rare thing not to have a visitor at the 8:15 opening chapel.

From a material point of view, the school was in better shape than it had been in October. For example, in January, the county had paid the final \$2,500 of the \$9,000 subscribed to the school before it was located in Montevallo.³⁶ Of even greater importance was the fact that one wing (west) of the new dormitory with room for about one hundred girls would be ready by the opening of the fall term. The state also had given the school \$30,000 for the next two years which, while not as much as needed, assured its continuation. Enrollment promised to be about 400 the next year. Western Union had run a direct line to the depot, and A.G.I.S. had become the only school in the state with direct telegraphic service with the outside world.

Probably the greatest single frustration to Captain Reynolds resulted from the failure of the Commercial Bank in Selma. Montevallo did not have a bank at the time (The Merchants and Planters Bank was organized in 1902) and the President placed on deposit in Selma fees and board amounting to \$1,000. This sum, along with his own deposits, was lost and he asked the Board to make good the school funds. There was some opposition to doing this but at the time it was presented, a majority of the Board agreed that it was just and legal. No doubt, Mr. Reynolds meant for this to be settled between him and the Board without publicity or fanfare, but accounts got into the paper and conflicting reports about the nature of the money—whether it was private funds of the girls placed in Mr. Reynolds's hands for safekeeping or were school funds which he had collected. The Governor was adamantly opposed to paying it and persuaded a majority of the Board to agree with him. When questioned about the irregularity of his action, President Reynolds

³⁵ *Peoples' Advocate*, January 27, 1898.

³⁶ *Montevallo News*, January 9, 1897.

pointed out that the school had no treasurer and since he had been instructed to arrange board for the girls and was given full authority to organize and open the school, he felt that this was certainly within his powers as President.³⁷

In the next two years, Main dormitory was completed, the wings on Reynolds Hall (then called "The Chapel") added, a fence erected around the campus and 25,000 acres of public land procured from Congress.³⁸ The President persuaded the Southern Railroad to haul free the building materials for Main dormitory and thus saved the school an estimated \$2,000. Alabamians from all over the State had confidence in the school as evidenced by the fact that they sent their daughters in increasing numbers. In 1899, the student body exceeded four hundred. The first graduates were already holding responsible jobs. Of the nine graduates in typewriting of the Class of 1897, seven were holding good jobs the next year and one student in dressmaking was hired for a job in Kentucky before she graduated.³⁹ Some of the departments, like dressmaking, were serving the public and getting practical experience by offering their services for a fee.

The Governor and the Trustees met regularly in Montevallo at commencement time, but usually in the Governor's office in Montgomery at other times. There was one notable exception; on December 3, 1897 (which was Friday), they spent on campus. They devoted the morning to business and at noon the students served them a lunch that had on the menu: raw oysters, fried oysters, mashed potatoes, custard ice cream, cake, and coffee. All enjoyed the repast,

³⁷ This controversy is recorded in many places: *Shelby Sentinel*, September 23, 1897, *Montevallo News*, September 13, 30, 1897; Minutes.

³⁸ *The Chronicle* (published in Columbiana) of February 9, 1899, carried this in "Montevallo Murmuring:" "Montevallo is in a whirl of excitement and good feeling over the news contained in the press dispatches Tuesday of the passage by the House of Representatives' Bill donating to the Industrial School of the place 25,000 acres of land." It had already been passed by the Senate. The editor was glad to see this "happy finale to the long continued efforts of Captain H. C. Reynolds." The bill empowered the Governor of Alabama with the selection of the lands "which at the lowest calculation will yield \$100,000.00 for the school. . . . That amount of money with the generous care of the State will make the school one of the best in the Nation and the best in the South."

³⁹ *Shelby Sentinel*, January 16, 1898. The first A.G.I.S. student to be employed probably was Melissa Thornton who was hired at Spring Hill Academy in Pickens County to fill the vacancy left by the death of a teacher. *Montevallo News*, December 2, 1897.

the local newspaper reported, and especially the Governor "for he flavored his by kissing every young lady to whom he was introduced which made the mouths of the others water and engendered in them an ambition for gubernatorial office."⁴⁰ The school received wide and sympathetic press coverage and apparently all was well.

Life had its crises, however. Take the case of the smallpox "epidemic" which everyone remembers. To call it an epidemic is wrong because there was really only one severe case but the way people panicked, it might as well have been an epidemic. This was in March of 1898. Dr. D. L. Wilkinson (who had joined Dr. E. G. Givhan as school physician in 1898) identified the disease as smallpox. President Reynolds called in the health authorities, consulted with the Governor and Trustees immediately, and closed down the school. Whether he sent the students home or they merely went is not certain. The patient, Miss Lavinia Fuller of Lafayette, was isolated immediately. She was sent, "well bundled up" in a buggy to the "pest house," a house owned by Mr. Reynolds on the Ashville Road. It is the house across the road from the Montevallo Clinic and now owned and much renovated by Dr. and Mrs. Charles Gormley.⁴¹ She was accompanied by the doctor, Miss Pattie Purnell, the matron, and a Negro servant who were isolated for the duration of the disease. The school required all students to be vaccinated "which scared them to death" almost as bad as the disease. On March 27, the dormitory rooms having been thoroughly disinfected, school reopened. As an inducement to get the students back, the President persuaded the Southern Railroad to give reduced fares to them.⁴² As a footnote to the incident, the Board voted to pay in full faculty salaries for the time lost and passed resolutions commending Miss Purnell (who had not had the disease) for acting "with such heroism and unselfish devotion, staying with and waiting on the pupil, Miss Fuller, at the risk of her own life."⁴³

This one case had cost the school \$222.81 in care and supplies, not counting the salaries involved and the time lost. The "pest house" had to have a new flue; the school furnished beds, bedding, gro-

⁴⁰ *Montevallo Times*, December 9, 1897.

⁴¹ Miss Anna Nabors.

⁴² Mrs. W. T. Reaves, Miss Anna Nabors; *Peoples' Advocate*, March 10, 1898.

⁴³ *Minutes*, I, p. 159, June 1, 1898.

ceries, medicines, and janitorial services. Although contemporaries say the house belonged to Mr. Reynolds, the accounts show that the President paid Latham (no indication of which one) \$20.00 for rent.⁴⁴

In spite of an occasional personality clash, the early years had been pleasant and fruitful. To the President, the school was his life and the pupils his children. And like a proud parent, he was fond of sharing with others evidence of the fine things in Montevallo. It was a standing joke that on his travels throughout the State, whenever the subject of the school came up (and that must have been often), he would pull from his pocket some pictures of the girls with the off-hand remark, "I just happened to have in my pocket. . . ." ⁴⁵ and the students themselves remember that he was like a father to them. Throughout the State he was recognized as the man who had worked a miracle in Montevallo. He had secured the grant of land from Congress; he had added eight classrooms to the chapel; the first unit of Main dormitory was in use; the school had an annual appropriation and an air of permanency. Captain Reynolds, in short, was riding a wave of popularity.

President Reynolds, however, was abruptly removed from office at the end of the school year of 1898-1899.⁴⁶ The Board of Trustees went into executive session at their spring meeting, May 18, and elected Dr. Eager as President. Sol Bloch made the nomination; Judge H. Austill also nominated Captain Reynolds, but when the roll was taken, only two Trustees voted for him, hence Eager was elected.⁴⁷ Contrary to a current story, Mr. Reynolds was not "fired;" he simply was not reelected. Although he had suggested several times

⁴⁴ "Statement" attached to "Condensed Financial Report of 1897-1898," Reynolds Papers, College Archives. There is no mention of the physician attending the student and since both Dr. Edgar Givhan and Dr. D. L. Wilkinson were in the employment of the college, it could have been either one. Miss Anna Nabors believes it was Dr. Wilkinson, an opinion borne out by Dr. Wilkinson's statement to Dr. Anne Eastman, November, 1956.

⁴⁵ Mrs. J. Alex Moore (Elizabeth Haley), Montevallo, September, 1937, McWilliams Ms.

⁴⁶ The various reports, examinations, and public papers about this incident in the following pages are contained in the *Minutes*, I, beginning on page 181. However, I have quoted only from the newspapers which were and are available for all to read.

⁴⁷ *Minutes*, I, 175.

that he would step down if the Board at any time decided the school should have an educator at the helm, the Board's action was a shock to the public and to Mr. Reynolds, and he might as well have been fired for the effect it had. Beloved, respected, and dedicated as he was and as the public considered him to be, many admirers were slow to credit the story. Within less than a week, however, the story began to be revealed in the press and judging from the extent of the coverage the event got, people in every part of the State took sides. Charges led to countercharges; some newspapers considered Mr. Reynolds only the victim of the Governor's political scheming (Governor Oates had been succeeded by Joseph F. Johnston in 1897); others considered the President guilty of using the school for his own ends. Before the affair was finally settled some seven years later, the reading public had had a surfeit of it.

As far as the record shows, few people were aware of any criticism of the Reynolds's administration. There was, however, some. Apparently the first time any criticism appeared in print was a half-page advertisement in the *Montevallo News* of October 26, 1897. It read:

Attention Young Ladies—A czar order has gone forth. You are not allowed to buy your uniforms from us! But we are the undisputed and acknowledged leaders in First Class Dry Goods, Notions, Ribbons, Fancy Goods, Shoes, etc., etc. We want your trade and promise genteel and courteous treatment, but coerce no one to trade with us.

Your friends,

MORGAN BROTHERS and
C. L. MERONEY & Co.

In the same issue George Kroell advertised "uniform goods for school girls" so there were at least three firms, besides H. C. and W. B. Reynolds, who hoped to profit from the school trade. One of the charges made later was that he monopolized the trade of the students, a charge supported by students who were in Montevallo at the time; they were "expected" to trade at Reynolds's store. Montevallo merchants felt the unfairness of the requirement so much that some of them protested to the Board. At the beginning of the 1898-1899 school year, the Board had recom-

mended "that the pupils be permitted to purchase the necessary material for uniforms and wearing apparel of the same wherever they deem best and that the President post a notice in the school to this effect."⁴⁸

At the same meeting, the Board made an implied criticism of the business methods of the President by requiring him to keep an account with each pupil, showing the amount of money received from her and how it was spent. Furthermore, he was to keep accurate accounts for the boarding department, giving printed receipts and keeping stubs and separating this from other fees—industrial, medical, or others. And finally, the President was required to make a report to the Chairman of the Finance Committee on the tenth of each month, a practice followed for many years until a business manager was hired.⁴⁹

In all probability, few beyond the limits of Shelby County knew of these criticisms. But the affair ceased to be local immediately after commencement, May, 1899, when the story got into the state newspapers. The dismissal of President Reynolds was a surprise.

The *Birmingham Age-Herald* observed that "Commencement of the Girls' Industrial School was ended with something of a sensation . . . today in the electing of a new president . . . and the appointment . . . of some new trustees who were confirmed by the Senate yesterday."⁵⁰ The *Montgomery Journal*, a pro-Johnston paper, said that the failure to reelect Reynolds "came pretty much in the nature of a surprise" in light of the way the school "had flourished and prospered" under the Captain's management. That the action of the Trustees created "no end of comment throughout the state" was the opinion of the *Shelby Sentinel*.⁵¹ The whole affair developed into a "state sensation" before the month was out. Papers throughout the State carried news items and editorial comment about it. Many of them were shocked at "the unseemly stir and the bald use of power by the governor," others saw the anti-administration editors "seizing with avidity" upon the epi-

⁴⁸ *Minutes*, I, 168, September 15, 1898.

⁴⁹ In the College Archives there are dozens of accounts and scores of letters between the presidents (Peterson, Moore [acting 1907-1908], and Palmer) and Sol Bloch, the Chairman of the Finance Committee, who kept close watch over every dime spent.

⁵⁰ May 19, 1899.

⁵¹ May 19, 1899.

sode "to abuse the governor and to show why and wherefore he is an awful bad man."⁵² It was too good a chance for the "administration haters" to pass up. The *Selma Telegram*, a recent "convert" to that category, bounded "into the arena of hate and they pounc[ed] upon the governor like a hungry wolf upon a helpless lamb, call[ed] it a sensation" and said that Governor Johnston had "sprung another fine trick on the people."⁵³ Probably L. H. Lee of the *Clayton Record* spoke for most of the State when he wrote that his paper regretted "the unseemly stir" over the presidency. The school had entered into a "career of success and usefulness almost unprecedented." It was a "great pity to disturb its onward growth by political strife and contentions." The Captain had done "admirably" the work set for him and deserved all the praise that the public could give him, but he was not an educator nor did "he make any pretense to scholarship." It seemed to Mr. Lee that "the time had come for an educator to take the head of this institution."⁵⁴

Captain Reynolds was the first to give his side of his sudden dismissal. Three days after the action of the Board, he wrote a communication to the people of the State that appeared simultaneously in the *Age-Herald* and the *Montgomery Journal*, the two papers that entered most vigorously into the fight.⁵⁵ He had no desire, he wrote, to parade before the public what his "feeble efforts" had accomplished for the Girls' Industrial School, but he did want to give the people of the State-at-large a short account of the "mystery about all this trafficking in regard to the Montevallo school." But in spite of his protestations of humility, he proceeded to relate at some length the accomplishments of his three years, how he, starting with little else than a heart filled to overflowing to build a school that would be "a harbour and refuge for learning for the long and sadly neglected girls in Alabama," had abandoned his personal affairs and together with his son who had also caught his "spirit and enthusiasm," he labored "night and

⁵² "That Montevallo School Sensation," *Montgomery Journal*, May 20, 1899.

⁵³ *Montgomery Journal*, May 20, 1899; *ibid.*

⁵⁴ Quoted in *Montgomery Journal*, May 29, 1899.

⁵⁵ May 21, 1899. The vote for president was 4 to 2. Mr. Moody for some unknown reason was excused from voting. Those voting for Reynolds were Judge H. Austill (Mobile) and T. S. Plowman (Talladega). *Minutes*, I, 175.

day, month after month" to carry out what he conceived to be "the grandest effort in the field of education ever inaugurated in the world." He had built buildings and secured equipment. The first blow came to his hopes when the school's money and his own were lost in the Commercial Bank of Selma, and Governor Johnston "was vehemently opposed" to reimbursing him. He had secured, through hard work, an increased appropriation from the Legislature, and a grant of land from Congress. He had visited similar schools, throughout the nation, where he "saw their mistakes and profited by their experience." Just before the end of the year, he had let contracts for brick to build housing for no less than 500 girls the following year and had arranged to reduce the charges to a minimum in order that "no poor girl would be shut out."

Up to last Thursday evening, he said, he thought he had the hearty support and cooperation of the Board of Trustees. They had applauded his efforts and had said "well done thou good and faithful servant." Recently, the Chairman of the Finance Committee of the Board of Trustees had spent two days in "a thorough and exhaustive examination" of the finances of the school and had pronounced his accounts and books correct—the most complete and systematic system he had ever seen. A few days before the Board had met in Montevallo, he had visited with the Governor in Montgomery where the Governor had agreed "heartily" with some changes he proposed. There was not an inkling that anything was amiss. Dr. Eager had arrived in Montevallo on Wednesday and had been a house guest of the Reynolds until the meeting the next day. Mr. Reynolds "consulted with him freely . . . and advised with him in every way." Although Dr. Eager was there approximately twenty-four hours, Mr. Reynolds "received from him not the slightest intimation that a change in the presidency was even dreamed of." "An angel from heaven" could not have made Mr. Reynolds believe that his guest was seeking the office he held.

At the meeting, when the time came for the election of a president, he and his son, of course, retired from the room. Dr. Eager remained. There was some delay in inviting the Captain back, which he thought might be caused by a discussion of his fitness for the office. Finally, one of his friends came out of the meeting to inform him that Dr. Eager had been elected by a vote of four to three, the Governor voting with the majority. "Had he told me

every man in the room had dropped dead," Mr. Reynolds wrote to the *Age-Herald*, "I would not have been more astonished." In this he saw the plan of the "master hand," the Governor, but he felt great bitterness toward the "man of God" who had sat in the house of a friend and had connived to get his position.

He knew, nevertheless, that the institution was greater than any one individual; its good work was "bound to go on and be felt in each succeeding generation." He wanted the public to know that although he would be denied an active participation in its advancement, his influence and sympathy always would be with it.

The Governor did not immediately reply to the charge that the changes had been made through political motives and that he had "manipulated the knife that severed the official head." But sources close to him were reportedly saying that the Trustees had a "good case" against the removed president, one that had nothing to do with politics. A "man who appeared thoroughly conversant with the details of the charges" gave the *Age-Herald* a list of four which became the subject of much public discussion.⁵⁶ They were:

1. That President Reynolds exacted from everyone some pay received from the college.
2. That he demanded and obtained toll from boarding house keepers who boarded the pupils attending the school.
3. That merchants and contractors doing business with the college had to pay back a certain percentage of the proceeds.
4. That in the matter of stationery he stipulated only a certain kind obtainable only in the store in which he was interested.

These were serious charges and the *Montgomery Journal* editorially urged Mr. Reynolds to "speak out," to demand justice and vindication for himself.⁵⁷ The next day the same paper had decided that the "governor is to be praised for his course . . ." because it had learned that the Captain was getting \$2,000 a year salary as President "while not even pretending to act as one of the faculty" and while he had worked hard for the success of it, "as a merchant of Montevallo he has made it turn many a penny into his coffers."⁵⁸

Mr. Reynolds denied the charges that were being circulated

⁵⁶ May 23, 1899.

⁵⁷ May 24, 1899.

⁵⁸ May 24, 1899.

about the State as to his receiving a percentage from the contractors, merchants, grocers, etc., doing business with the school, the dollar per pupil per month toll from the boarding houses, etc. These charges were not only "a reflection on the good people of Montevallo," but were "basically false and slanderous." In his official capacity, he had handled large sums of money for the school. His accounts and financial connections with the school had been rigidly examined by the auditor who had given no indication of any irregularity.⁵⁹

Nevertheless, the Board of Trustees designated the Finance Committee to make further examination, which it did with only partial cooperation from the former president. The charges released to the press centered around a number of circumstances involving the financial affairs of the school and the Reynolds business—that the firm of H. C. and W. B. Reynolds acted as a bank for the school and thus had the use of large sums of money interest free, that laundry bills issued to the colored washerwomen were cashed at the Reynolds's store, that several residences occupied by Reynolds's relatives used free water from the school, that the millinery department which he claimed to run himself, furnishing the material and retaining the profits, was headed by a teacher paid by the school, that there were discrepancies in the reports about the worth and locations of some school property, especially some pianos, etc., etc.⁶⁰

Within two weeks Mr. Reynolds had a reply to these charges. His rebuttal was lengthy and somewhat detailed, but in most instances he answered specific charges.⁶¹ Some of the accusations were entirely false, he said, and others were true on the surface but inaccurate in interpretation. Take for instance the statement that his store, acting as bank for the school, had the use of large sums interest free for most of the year. In the first place, the money was never in "large sums," because the President was carrying the accounts of those who were unable to pay promptly, and furthermore, this money was available only during the winter months when, as any merchant knew, the money was worthless because accounts were coming in. After the failure of the Commerical Bank

⁵⁹ *Montgomery Advertiser*, quoted in the *Shelby Sentinel*, June 8, 1899.

⁶⁰ *Montgomery Journal*, June 24, 1899.

⁶¹ *Montgomery Journal*, July 7, 1899.

in Selma, he had been obliged to find some other manner of handling the funds of the school and this, to him, had appeared the most satisfactory. As for the laundry bills (which were for twenty-five cents each) being cashed at his store, would the committee have the washwomen for 346 girls "pushing up the stairs to his office to have their bills cashed?" or would they have him "stand on a street corner and become paymaster there?" Mr. Reynolds's replies to most other charges show that he was trying to protect or develop the students and the school or trying to "make-do" with what he had. The travel money which the committee said he must itemize had been used mostly to get committees of citizens from Montevallo and surrounding areas to Montgomery to work for the Governor's program, which he understood was the price he had to pay for increased appropriations for A.G.I.S.⁶² There is no charge that Mr. Reynolds mishandled any of the school lands.

Viewed from the distance of more than sixty years, the whole incident seems to center around the failure to keep separate the affairs of the school and the affairs of the Reynolds's store. As the *Bessemer Weekly* said, Mr. Reynolds "did not disassociate his service as president from his business as a merchant and as a keeper of boarders."⁶³ There also appears to have been considerable political maneuvering, the basis of which does not appear on the surface, but it was a well-known fact that the President was an Oates's appointee. But whatever the charges and counter-charges (and they were extensive, widely commented all over the state, and occupied the press most of the summer), it must be remembered that there was no bank in Montevallo, the school had no business manager or even treasurer of the Board until F. S. Moody of Tuscaloosa was appointed to the latter post, that there were no rules or precedents in these early years for the guidance of either the President or the faculty, and they found themselves "playing it by ear" when the score did not point the direction.

Early in the proceedings, Mr. Reynolds's attorney filed suit for the recovery of \$4,003.01 for alleged expenses and back pay due him. The Chancery Court ruled in favor of Mr. Reynolds, but the case

⁶² Captain Reynolds and Governor Johnston seem to have misunderstood each other. For details of this misunderstanding, see *Montgomery Journal*, July 7, 8, 11, 1899.

⁶³ Quoted in *Montgomery Journal*, May 24, 1899.

went to the Alabama Supreme Court where the Court made the precedent-setting decision that the school could not be sued. In the language of the Court:

The A.G.I.S., being an agency of the state, instituted and maintained for the purpose of providing an industrial education for the girls of the state and all property interest in it owned by the state cannot be made a party to a suit by cross-bill, seeking affirmative relief of it under this provision and this is true notwithstanding the provision of section 240 of the Constitution that all corporations shall be subject to suit in all courts.

The case was finally closed in 1906 when Trustee Samuel Will Johns reported that the controversy between H. C. Reynolds and the school had been settled and all the necessary papers had been signed.⁶⁴

Dr. Eager had been elected President, but after searching his soul and consulting his parishioners at the First Baptist Church in Montgomery, he declined the office. He did not reach his decision before there was considerable public expression concerning his fitness for the place. He was a very popular minister, a scholar and a literary man. There was, however, nothing in his background to fit him for the headship of an industrial school. In fact, newspapers pointed out that his selection had repudiated the whole purpose of the school. Dr. Eager had arrived in Montevallo the afternoon before that fateful Board meeting and had spent the night with Captain Reynolds. When the latter publicly accused him of double dealing, Dr. Eager replied with some heat that he knew nothing of the plans until his name was placed in nomination. He had always been a loyal supporter of President Reynolds and, until after the election, he had never dreamed that the Captain "entertained the slightest suspicion" of his friendship or loyalty. He wanted the Captain and the public to know that he "never for a moment aspired to the office of the president of the school. . . ." The evening before, one member of the Board asked Dr. Eager if he would take the presidency if it were offered to him. He was "never more surprised" and gave him no encouragement. He had no reason, he said, to believe that the man was serious. The Governor voted with the

⁶⁴ *Minutes*, II, 214, April 14, 1906. The decision, *Alabama Girls' Industrial v. Reynolds*, 143, Ala. 579; 42 So. 114, is cited in Skinner's, *Alabama Constitution Annotated* (Birmingham, 1938), p. 127-8, 914.

majority to elect Eager, but he likewise said the nomination came as a surprise. Nevertheless, the president-elect had letters from all over the State, including many from Montevallo, endorsing the action of the Board and urging him to accept.⁶⁵

Some oil was poured on troubled waters when Captain Reynolds sent a "tasteful and cordial telegram" to Dr. Eager, urging him to accept the presidency and pledging him his personal support and hearty cooperation, an act which "fair-minded people" throughout the State commended.⁶⁶

When Dr. Eager declined, the Board was at a loss for a president. By mid-June, however, the Board elected Dr. John Massey of the Alabama Conference Female College, Tuskegee, who accepted one evening but declined by five o'clock the next morning. His wife, who was an invalid, could not stand the move; he believed it would be the death of her.⁶⁷ Dr. Massey's action seems to have opened the floodgate for applications. In the Reynolds Papers, there is a thick folder of applications from candidates or letters of recommendations from friends and relatives of others who would be "ideally suited" for the position. They included businessmen, public school men, physicians, college presidents, college professors, ministers, and others from within the State and out, who were seeking the position for various reasons.

On Tuesday, July 4, 1899, Dr. Francis Marion Peterson of Greensboro, Alabama, was elected President.

⁶⁵ *Age-Herald*, May 23, 1899.

⁶⁶ *Centreville Press*, June 22, 1899.

⁶⁷ *Montgomery Journal*, June 13, 1899.

IV

Alabama College, 1899-1969

Ten men have served Alabama College as President since 1896. Two died in office, one retired, and five went on to other positions. Each president left his imprint on the physical plant and the program of the school. The purpose of this chapter is to survey the chief characteristics, the programs, and the physical developments, in the administration of each of the presidents from Captain Reynolds to Dr. Kermit Johnson, who took office in 1968. A chronological survey of these administrations will demonstrate the development of the school.

FRANCIS MARION PETERSON, 1899-1907

Francis Marion Peterson who became the second president of the

Alabama Girls' Industrial School in 1899 was both a Methodist minister and an educator. Forty-four years of age at the time of his election, he had already spent nearly a quarter of a century in the ministry and the educational world. Until ill health forced him to retire in 1907, he was active in both these fields, usually simultaneously.¹ Mr. Peterson, after his early education in the private schools of his native Greensboro, entered Southern University in his hometown from which he received an M.A. degree in 1873 and a B.D. in 1874. Licensed by the Methodist Conference to preach (1873), he spent the next four years primarily in the ministry, serving churches in Citronelle and Mobile until 1877 when he was called back to Greensboro to take over the preparatory department at his *alma mater*. This assignment lasted only one year; in 1878 he became professor of ancient languages at Southern University, a position which he held until he came to Montevallo in 1899. During these years after he had done further study in Hebrew and Greek at the University of Chicago and the University of Virginia, he became known as a Hebrew scholar. In the 1890's as secretary to Southern University, he signed the advertisements of his school. Earlier (1881-1883) he had served the University as acting-president. These facts probably made the Board of Trustees choose him out of nearly thirty applicants.²

In addition to his personal training and experience, Mr. Peterson had the advantage of coming from a home of educators, ministers, and physicians. With his inheritance and family environment it was not surprising that Mr. Peterson chose a life of service or that he combined two careers in one.³

President Peterson was fortunate in the choice of a wife. Helen Amanda (Nellie) Winston, whom he married on December 2, 1880,

¹ Mr. Peterson was born in Greensboro on October 29, 1854. He died March 3, 1908. *Dictionary of Alabama Biography*, IV, 1349.

² Marion Elias Lazenby, *History of Methodism in Alabama and West Florida* (Birmingham, 1960), 395 and *passim*; Thomas M. Owen, *Dictionary of Alabama Biography*, IV, 1349; *Montgomery Daily Advertiser*, August 18, 1896.

³ His father, Francis Marion Peterson, Sr., was a man of considerable local importance and had set the pattern of a combined career that his son followed. He grew up in his native Pickens County, studied with various physicians in the area, and carried on a successful medical practice. After the Civil War, and in spite of the fact that he had a family, he decided to go east for further training. Consequently, he entered the University of New York, from which he received an M.D. degree in 1869. Returning to Greensboro, where he had made his home for many

was a distant relative of the fiery John Winston who was Governor of Alabama shortly before the Civil War. Mrs. Peterson, who lived until 1943, was a good neighbor to the whole community and an avid gardener who "could make any plant flourish and burst into bloom." She had a ready wit and a keen sense of humor. Even in her later years when she was confined to her home, her wealth of interest kept her broad in mind and spirit. The college, flowers, people, books, current affairs, and politics filled her life.⁴

Professor Peterson was elected without much fanfare. He was an applicant as were twenty-six others. A letter of recommendation written by his fellow townsman, R. H. Cobbs, an acquaintance of some thirty years, praised him as a "high-toned Christian gentleman, a man of fine education" whose whole life had been devoted to teaching. "If the trustees value . . . intelligence, moral force, education experience," the letter said, "they will do well to consider most carefully the application of Professor Peterson."⁵ Whether Mr. Peterson had "connections" on the Board or whether he was elected on merit alone, the record does not show. While the Board announced him as their unanimous choice, the vote was split seven to six. But having taken the vote, the Board asked Governor Joseph H. Johnston to telegraph Mr. Peterson of his election. The president-elect wired his acceptance, saying he would arrive in Montevallo on the 10:30 a.m. train. A committee of welcome—Governor Johnston, Judge A. H. Alston, and Colonel W. R.

years, he continued his practice and also headed the medical department at Southern University for a time. For many years he was a trustee of the University. His fellow townspeople considered him "a distinguished physician and honored citizen." *Dictionary of Alabama Biography*, IV, 1349; William Edward Wadsworth Yerby, *History of Greensboro* (Northport, Alabama, 1963), 189-190. There is a picture of Dr. Peterson on page 189.

⁴ McWilliams Ms.; Owen, *Dictionary of Alabama Biography*, IV, 1349; Resolution adopted by Alabama College Faculty at Mrs. Peterson's death, printed in the *Alabamian*, December 3, 1943. Dr. Willena Peck, Dr. Leah Dennis, and Miss Myrtle Brooke composed the committee which drew up the statement. The Peterson women are still well known for their beautiful flowers, and their garden is a joy to all passers-by. Their pansies have graced many a table on campus.

⁵ R. H. Cobbs to Reverend O. P. Fitzsimmons (member of the Board of Trustees), June 20, 1899. Reynolds Papers. I am indebted to Mrs. Pauline Rogan, whose late husband, G. P. Rogan, was the grandson of Captain H. C. Reynolds, for use of a considerable amount of material about the school in the 1896-1900 period. Miss McWilliams cites many more letters which I have been unable to find. McWilliams Ms.

Dortch—met him on his arrival and conducted him to the office where he was “warmly welcomed.” After discussing some changes the Board wanted made in the handling of the school’s finances and in the supervision of the departments, the Board adjourned for dinner. In the afternoon, the Finance Committee (of which Sol Bloch was chairman) “ushered Dr. Peterson over the property, and put him in immediate possession of same.”⁶

In contrast to the wide coverage that the press gave the election (and dismissal) of Captain Reynolds, the choice of Mr. Peterson went almost unnoticed. As to be expected, the *Greensboro Watchman* carried the best news of his selection as the head of “that flourishing Institution.” Professor Peterson, the paper said, “is a ripe scholar and will carry into his new field an experience in college work extending through many years. While his friends here—and every man, woman, and child in the county who knows the professor is his friend—congratulate him and the school upon their mutual good fortune, yet all will deeply regret to part with him and his estimable family. They have become . . . part and parcel of Greensboro and will be very sadly missed.”⁷ *The Alabama Christian Advocate* observed shortly after the new president had taken over his office that Professor Peterson “was in fine spirit and seemed pleased with his work.” It predicted “great improvement” in the school just as soon as there was sufficient dormitory space. Everyone in the State had confidence in Mr. Peterson, it said, and knew that he was “absolutely honest and truthful in all respects.” His wife would be a great asset in Montevallo for, if the Trustees would permit her, “she would put the grounds in beautiful order and adorn everything with the rarest flowers.” It was the fervent wish of the writer that the Trustees would give her a free hand and all the money she needed.⁸ Most papers in the State, however, simply announced the election of a new president or ignored the matter entirely.

When Mr. Peterson accepted the presidency of A.G.I.S., he and the Board agreed on a plan by which the President would be protected from any charge of questionable handling of funds. The

⁶ *Minutes*, II, 4-5.

⁷ July 6, 1899. See also the *Watchman* for August 3 when he was wished God-speed on his departure for Montevallo.

⁸ Quoted in the *Greensboro Watchman*, August 17, 1899.

plan had been suggested by the Finance Committee of the Board, which in the early days did much of the work now done by a treasurer or business manager. The President was to hire a bookkeeper (at a salary of \$300 per year); all requisitions for purchases were to go through heads of departments and be approved by the President; no person connected with the school could make purchases without a requisition signed by the President. The President and bookkeeper could receive payments for room and board but, in order to keep finances straight, they were required to keep separate accounts for each student. All receipts and disbursements were to be kept in a ledger, and all landladies were required to use standard (printed) forms to show how much board and laundry each girl owed her. These had to be presented in duplicate and, when paid, receipted. All student money was to be deposited in a Shelby County bank. Probably remembering the embarrassment caused by the failure of the Commercial Bank in Selma, the Board required the President to be bonded for \$10,000. On the first of the month, he was to draw warrants against the State Treasurer for the needed funds; on the tenth he was to draw on student funds at the local bank.⁹ This method of handling school funds was to last many years, until a treasurer was appointed for the school. Until that time, the Chairman of the Finance Committee of the Board, Mr. Bloch, scrutinized every statement.

Finances of the school were a constant cause for concern. It was always necessary to practice extreme economy. Every month, either in person or by mail, Mr. Bloch studied the smallest accounts, often complaining about the cost of such items as buttermilk and turnipgreens which could be bought cheaper in Camden! But if he was trying at times, he was wholehearted in his endorsement of the President's scrupulous honesty and careful bookkeeping. He reported to the Board that he found "vouchers and receipts for every expenditure, even so minor a matter as cleaning brick—50 cents." Within a short time, he, as an accountant, was convinced that every dollar that had passed through the President's hands had been "properly received and disbursed."¹⁰

But even with the best of economy and the most careful hus-

⁹ *Minutes*, II, 5-9, July 4, 1899.

¹⁰ *Minutes*, II, 9; interview with Mrs. Peterson, June 14, 1939, in McWilliams Ms.; Bloch Papers, Alabama College Archives.

banding of funds, the school had financial difficulties. When Dr. Peterson¹¹ took charge of the school in July, 1899, he found "not only an empty treasury and very inadequate departmental equipment, but some debts against the school." The school had to borrow money to pay running expenses to October. One member of the Finance Committee carried the warrants that had to be issued to complete the building that was then under construction. During his first year, A.G.I.S. and Tuskegee Institute agreed on the division of lands granted to them jointly by Congress. The Trustees spent many hours in debating the use to which the land (scattered all over the State) should be put and how it was to be disposed of, but for years they were hesitant about selling it. Since these lands, according to the Governor, could be sold at any time for \$175,000, the school was far from destitute.¹²

The yearly \$15,000 appropriation for the school remained unchanged in spite of increasing expenses. At the May, 1900, meeting, for example, the Board voted to add two new departments and to increase the length of the school term two weeks. This addition caused the payroll for the teachers and other fixed expenses to be in excess of the annual appropriation. Consequently, the school ended the year with a deficit of \$3,750 which continued to increase during the next two years. That this deficit was no larger than it was is due in part to the fact that the dormitory (which included the dining facilities) showed a profit each year. This profit varied but was usually between \$2,000 and \$3,000.¹³ By the end of 1903, Dr. Peterson could report that finances were in better condition than they had been since he had been at A.G.I.S.

Dr. Peterson succeeded in obtaining the first large appropriation for the school. Since the regular \$15,000 annual sum was insufficient to meet current expenses, much less make capital improvements, he began laying plans to ask for \$100,000 from the Legislature. Dr. Peterson believed that if the state lawmakers were to visit the campus, they would better comprehend the real needs of the struggling school. Through a friend and former pupil,

¹¹ Southern University conferred an honorary D.D. degree on him in 1900 and the University of Alabama the LL.D. in 1906.

¹² *Minutes*, II, 93ff., "Annual Report of the President," 1902; *Ibid.*, pp. 161-162.

¹³ See Annual Reports of the President, *Minutes*, II, 93ff., 146ff., 155ff., 209ff.; Biennial Message of Governor William D. Jelks, 1903.

Phares Coleman, who was in the Legislature, he was able to create enough favorable sentiment that when he issued the invitation for the visit, the legislators accepted.

Eighty members, representing both houses, came on Thanksgiving Day, 1900. Dr. Peterson and Colonel J. M. Faulkner, a member of the Board, arranged with the Louisville and Nashville Railroad to bring them by special train. The visitors were met at the station by students who pinned name tags on them and by friends of the school in carriages who took them to the chapel.¹⁴ Students and faculty stood as the legislators entered the hall. After Dr. Peterson gave a short welcome, the assembly sang *Alabama*. Miss Julia Tutwiler, who wrote the words to the state song, was in the audience; it must have made her happy to hear her song and to see her industrial school becoming a reality. The rest of the morning was spent in showing the visitors the school in operation. The industrial departments were open and at work: stenography, typewriting, physical culture, telegraphy, dressmaking, millinery, art, and scientific cooking. In each there was a "hive of busy girls with nimble and deft fingers." The literary classes were suspended for the day. The teachers in those subjects might have said, as one many years later did say of the departments dealing in intangibles, "How does one photograph an idea?"

At one o'clock the visitors reassembled and listened to speeches, responses, toasts, and much florid rhetoric about womanhood, rosy checked girls, the great and good causes women were always engaged in etc., etc.

Dinner was then announced and the guests were escorted to the dormitory dining room where "was spread a bountiful collation" to which all did "justice." After dinner there was an informal reception, Dr. Peterson passed out cigars, and then the guests departed for the train "amid a shower of good-byes."¹⁵

¹⁴ There were all kinds of vehicles there to meet the solons—farm wagons with chairs, buggies, hacks, etc., furnished by the citizens of the town and surrounding area. Some of the visitors even rode behind mules. A county paper, reporting the event said, "one jolly legislator with his eye on future elections, no doubt, declared that this method of travel was 'more democratic and had more appeal for the common people.' *The Chronicle*, December 6, 1900, quoted in McWilliams Ms.

¹⁵ *The Sentinel* (Montevallo), December 6, 1900. Reportedly, the kitchen staff had baked thirty-three turkeys for the occasion—one for each senatorial district! *Peoples' Advocate*, December 13, 1900; McWilliams Ms.

The next day the Senate passed a bill appropriating \$100,000 for the school, but the House cut it down to \$65,000.¹⁶

During the Peterson years, the school remained a high school; there seems never to have been any discussion of adding college work. There was still a Preparatory Department (sub-freshman) which had in some years a fourth of the total enrollment of the school. While it did good work and the school's best freshmen were trained in it, the President was of the opinion it should be closed out gradually. Consequently, he made recommendations in his last report that they not accept any new pupils in it who were under eighteen years of age, and keep only those then enrolled who had passed all their work.

Two new departments were added to the curriculum, physical culture, required of all students, and physiology. The school year was lengthened from eight to nine months and salaries were raised. In 1898-1899, the classroom teacher earned \$60 a month or a total of \$480 for the year. In 1906-1907, the classroom teacher received \$750 and the heads of departments, \$1,000. The President's salary was raised to \$2,275.

The physical plant was improved by the completion of the east wing to Main dormitory. The other wings were already in use so that all boarding students could be housed on campus. The dormitory now had steam heat, electric lights, and a good supply of free-stone water. The chapel had been redecorated and new wings added, so there were twenty-seven classrooms available. With plans for putting in a department of horticulture, and possibly one of dairying, the Board had authorized the purchase of a farm. They had also purchased two smaller tracts of land adjacent to the campus. The President had an official residence, a brick veneer home on a site between what is now Wills Hall and Palmer Hall. The music department had a new Steinway piano bought with a fund to which Governor Johnston paid the first \$80. The farm of one hundred acres cost \$3,240 of which \$2,500 was paid for by a sale of some coal lands. The Lyman tract of one hundred acres cost \$3,200 and the McMath tract of ninety-eight acres \$1,500.¹⁷ A library housed

¹⁶ Biennial message of Governor M. J. Samford, Department of Archives; *The Sentinel*, January 22, 1903.

¹⁷ *Minutes*, II, pp. 30, 78ff., 93ff. A picture of the president's home appears in

on the second floor of Central (Main), contained more than 1,700 volumes.

Student health, always a concern of Mr. Peterson, was good, and the President was proud of the fact that the school had a trained nurse on twenty-four hour duty, and the physician, Dr. D. L. Wilkinson, came twice a day to the campus. Dr. Wilkinson, who took his responsibilities seriously, also made lengthy reports to the Board.

Dr. Peterson, trained in the classical tradition, had little experience in industrial education. Therefore in the summer of 1901, the Board gave him \$200 and a two-month vacation to visit other industrial schools.¹⁸ He tried, as he reported to the Board, to "magnify the work of the industrial department and to correlate the literary and industrial features of the school." Mr. Peterson never saw the school as being exclusively for industrial training; it had a wider and deeper purpose. "We aim," he said officially, "to prepare girls for entrance into the colleges, to fit them for teaching, to qualify those who are entering upon the industrial pursuits to read intelligently, to spell correctly, to understand sentence construction, and ground them in the elements of mathematics as well as give them the knowledge of some industry whereby they may earn a living or bless a home."¹⁹ He may well have written the article which appeared in the *Greensboro Watchman* which contained the significant statement that "when a girl leaves here she is rich in a liberal education and hereby fitted to adorn any society."²⁰ "We have been wrestling for years," he wrote in the Spring of 1906, "with the question of a course of study and have had to adjust a conflict between the literary and industrial departments. We have now reached a harmonious solution and submit a course of study divided into seven units of practically the same value."²¹ This would not be the last time that an administration would struggle with the question and work out what it hoped was a harmonious solution!

the catalog of 1900, p. 41. The bid for the construction of central wing of Main was let to W. W. McAfee of Atlanta for \$35,900. *Minutes*, II, p. 44.

¹⁸ *Minutes*, II, p. 81.

¹⁹ Annual Report, *Minutes*, II, p. 155.

²⁰ Quoted in *The Shelby Sentinel*, October 18, 1900. See Appendix X for letter about the Peterson years.

²¹ *Minutes*, II, p. 209.

As President of A.G.I.S., Dr. Peterson had many more duties and responsibilities than the office entailed. As the school plant was fairly primitive, he was often called on to fix the pump or repair the furnace. In the absence of any town police service, he was even known to walk the streets at night to be sure that his charges were safe. As preacher, pastor, and personal friend of the girls, his sphere of usefulness in the community went far beyond the limits of the campus. He was in much demand to fill the pulpits of the churches in Montevallo, where he always had a good crowd. He often addressed teachers' groups and civic meetings.²²

The family remembers vividly the fact that the Petersons kept almost constant "open-house." At Southern University, Dr. Peterson had been accustomed to having students feel free to come to his home at any time for short visits with the family. In Montevallo, he opened the way for students to do the same by making a public statement "that he was never too tired or too busy to see them." As a result, "his meals, his naps, his attempts to escape from school problems within the circle of his family were interrupted constantly."

Dr. Peterson is remembered as a tall, handsome, scholarly man with a short brown beard, brown hair, blue eyes, and fair skin. At work he was always neatly dressed and traditionally wore a dark grey suit and black derby. In a day when the accepted clerical attire was the Prince Albert coat, he chose to wear his usual business suit.

His manner of writing, speaking, and preaching was direct. His secretary said that he had great "powers of conciseness, clarity, and compression." Although he was a classical scholar and he lived in a time when educated men were accustomed to sprinkle their conversation with foreign phrases, his wife could not recall his using a single Latin quotation. Nor does anyone remember that he told funny stories. He was quick to see and appreciate a humorous situation but he left the story-telling to others.

When in the Fall of 1906 it became evident that Dr. Peterson, who had never been strong physically, was too ill to perform longer the duties of the President, the Board gave him a leave of absence;

²² Interview with Miss Nell Peterson, August, 1964; letter from Mrs. Willis Hodges to Lucille Griffith, October 7, 1963.

he died March 3, 1908.²³ Even before his death, his successor, acting-president J. Alex Moore, wrote of him, "He manifested a patriotism and courage and a devotion to duty that won for him the love and trusting gratitude of the people."²⁴ Dr. T. W. Palmer was sure "no college ever had a more beloved president."²⁵ More than half a century later, students remember their grief at the death of their beloved President.

The Board chose James Alex Moore, who had been on the faculty for six years, president pro-tem. Born in 1870 near Montevallo in Chilton County, Mr. Moore had gained his early formal education in the local schools and at Pleasant Hill Academy under Professor I. W. McAdory; he graduated at Southern University, where he undoubtedly knew Dr. Peterson, in 1894, and then at Eastman Business School, Poughkeepsie, New York. Rather than accept a "chair" offered him at Eastman, he chose to return to Alabama where he was the principal of a private school in Montevallo from 1894 until his election to a position at A.G.I.S. to teach book-keeping and penmanship.²⁶

To acquaint the public with the change in administration, Mr. Moore sent out a circular letter to all patrons of the school. "You are doubtless aware of the fact," the letter began, "that owing to ill-health Dr. Peterson has asked for and been granted a leave of absence for the remainder of the session. At their meeting on Thursday, September 27, the trustees appointed me president pro-tempore." Moore accepted, he said, because he had been the unanimous choice of the Trustees, and he might have added, of the faculty. He had been closely associated with the President for six years and was "thoroughly conversant with every detail of the business." To allay any misgivings that parents may have had from the fact that he was a bachelor, he assured them that their daughters "shall be guarded with the same rectitude as in the past."²⁷

Mr. Moore, as expected, carried out the program for the school which Dr. Peterson and the faculty had planned; in his lengthy

²³ *Minutes*, II, p. 238; *Shelby Sentinel*, August 16, 1900.

²⁴ *Minutes*, II, p. 258, May 20, 1907.

²⁵ *Technala*, 1921, pp. 131-132.

²⁶ *Sentinel*, August 16, September 20, 1906; *Minutes*, II, pp. 231-232.

²⁷ Circular Letter to Patrons, October 6, 1906, President's Papers, Alabama College.

annual report there is no evidence that he tried any innovations. Some adjustments within the departments were necessary, he said, but the faculty had made them with a minimum of friction. Morale was good; the health of the students was good; conduct had been above average; the school had no debts; there was a "great reservoir of goodwill" for the school throughout the State. In fact, if it were not for the grief over the continued illness of Dr. Peterson that all shared, life would have been pleasant indeed.²⁸

Even before Mr. Moore made his report, the Board had elected Thomas W. Palmer President, but they gave Mr. Moore the title of "Chairman of the Faculty," a title only he seems ever to have held. His duties, as appear in his correspondence, included many performed in later times by the business manager and the dean. He was spokesman for the faculty and presided at their meetings in the absence of the President; he also did some of the purchasing for the school.

The year Mr. Moore was acting-president, he was thirty-seven years of age and unmarried. His presence on a faculty predominantly of unmarried women must have led to a great deal of "speculation," but it was not until 1908 (August 4) that he married Miss Elizabeth (Bessie) Haley who had been on the faculty even longer than he. The Moores remained on the faculty one year after their wedding, then went to Oklahoma where Mr. Moore was President of Oklahoma Women's College, and returned to Alabama in 1913 when he became principal of Walker County High School. Some time after 1930, the Moores moved back to Montevallo where Mr. Moore became President of the Merchants and Planters Bank.²⁹

THOMAS WAVERLY PALMER, 1907-1926

Dr. Thomas Waverly Palmer was elected the third President of Alabama Girls' Industrial School on May 20, 1907, and served until his death on January 7, 1926. His administration, lacking only a few months of being nineteen years, is the longest in the

²⁸ *Minutes*, II, 247ff., May 20, 1907. Mr. Moore used this opportunity to say a lot of things about the responsibility of the State in "female education." He also compiled some interesting statistics about students of the first ten years during which time more than 2,200 young women had "entered the portals" of A.G.I.S. See also Bulletin I (October, 1906), Biennial Report.

²⁹ Owen, *History of Alabama*, IV, 1223, 1229; Palmer to Miss Merle Stephens, July 17, 1908. See also Chapter III for more about Miss Haley.

history of the school. It was a period filled with many changes, probably more than any comparable period in the whole history of the school. During this time, the name of the institution changed twice. It became a four-year degree-granting college, fully accredited by the Southern Association of Colleges and Secondary Schools. The physical plant expanded and many of the traditions that made Alabama College what it is, were instituted.

The man who piloted the school through these developments came to Montevallo from Tuscaloosa where he was professor of mathematics and Dean of the University. His whole adult life had been spent in the school room and his professional life at his *alma mater*. After finishing the academic work offered in the schools of his native Snow Hill (Wilcox County), he attended Howard College, which was then at Marion, for one year before transferring to the University. At the latter institution he majored in mathematics, but he also took prizes in literary compositions. His graduating oration (1881) on "Thomas Carlyle" was indicative of his interest in other cultural fields. Always an industrious and able student, he was on the honor roll each of the three years he was on the Tuscaloosa campus. He also distinguished himself in the military organization of the University, holding the office of quartermaster in his junior year and captain in his senior year. These were more than mere honors for he was responsible for provisioning and disciplining the barracks where the cadets lived.³⁰

The year that Thomas Palmer finished his senior studies (and was awarded a master of arts degree), the Board of Trustees under the urging of Dr. W. J. Vaughn, head of the department of mathematics, authorized a course in engineering. Palmer, who said he had known since he was ten that he wanted to be an engineer, enrolled as the first student in the new curriculum. He received in 1882 the first B.E. degree the school awarded. In spite of his long-time interest in an engineering career, fate directed him to a life-time of academic work. Beginning as an instructor in mathematics while he was an engineering student, he rose rapidly in the de-

³⁰ In later years Dr. Palmer loved to tell the story of the solution he once made to the meat shortage at the barracks. Finding it difficult to obtain an adequate supply, he overstocked with deer meat which appeared entirely too often for the appetites of those he was supposed to provide. Only the "disappearance of the supply" saved him from a riot.

partment where he was professor of mathematics from 1883 until 1907. In 1905 he became the first Dean of the Faculty of Arts and Sciences at the University, a position he was still holding when he decided to assume the chief administrative post at the Montevallo school. The University honored Professor Palmer with an LL.D. degree in 1906.³¹ Throughout the remainder of his life, he kept close cordial ties with the University and his Tuscaloosa friends, visiting them often, inviting his former colleagues to speak at Commencement and other special occasions, and consulting them on educational questions.³²

There was nothing in his educational background that prepared him for directing the industrial work of the school. Therefore, he spent the Summer of 1908 in Chicago studying similar schools. He did have, however, personality traits and past experiences that prepared him for his new post. He was a "southern gentleman of the old school" with the accompanying dignity and sense of honor. His position as Dean at the University had carried with it heavy educational and social responsibilities which were valuable training for the man "soon to face the novelty of being president of a girls' school." Furthermore, he was "peculiarly fortunate" in the choice of Lula Rainer of Union Springs as his wife. She possessed "to a marked degree beauty, vivacity, charm and that intangible asset which Americans call, perhaps rightly, 'background.'" She had been educated at Judson College where, along with her academic subjects, she had learned "decorum in its finest and most genteel aspects." After their marriage in 1886, their home became one of the centers of the intellectual and cultural group in Tuscaloosa. A charming hostess, Mrs. Palmer provided the hospitality that added much to Mr. Palmer's happiness and success as a person and as an educator.³³

Dr. Palmer was a thorough scholar but he also was an affectionate, fun-loving and gregarious man. His students remember him kindly, to many of them he was "like a father." He loved a good joke and his co-workers remember his hearty laughter at humorous

³¹ Owen, *History of Alabama and Dictionary of Alabama Biography*, IV, 1316-1317; McWilliams Ms. While he was at the University, he compiled a very valuable Statistical Register of Offices and Students of the University (1837-1901).

³² In death, he returned to Tuscaloosa. He and later his wife were both buried there.

³³ McWilliams Ms.

incidents; he was an excellent story-teller. In many of his tales he was the "ridiculous figure." His correspondence contains many witticisms and remarks that cause one to smile even now long after the occasion to which he referred. Yet with all his easy manner, he kept his dignity. Although students loved him dearly, they "kept their distance." His affectionate regard for students and teachers appears in his voluminous correspondence. Seldom, if ever, did he make an unkind statement about a person.³⁴ He handled controversial subjects and delicate situations with admirable tact.³⁵ In appearance, Dr. Palmer was a man of medium height and stocky build. His eyes were grey-blue, his skin ruddy and his hair dark-brown but gradually turning iron grey. He habitually wore a clipped mustache.³⁶ Never an eloquent or even a good speaker, his talks in chapel, usually of an "admonitory nature" were "less influential with the students than were [his] personal contacts." He himself recognized this. "I am not a public speaker," he wrote the Rev. S. H. Herbert of Thorsby Institute. "The few things I have accomplished in life have been by action and not words."³⁷ Dr. Palmer "could lose himself completely in a cause." He worked night and day, caring little for recreation. He was not a man with hobbies. The serious business of managing the school's finances, building up an adequate physical plant and making the school gradually into a four-year college were the problems with which he grappled, "day after day, year after year, allowing himself few periods of release and relief from the Herculean task."³⁸

During his administration, Dr. Palmer made many material changes in and additions to the school. Because of the difficulty of providing an adequate, reliable supply of milk, he started a dairy which not only furnished milk for the kitchen but, in the beginning, served as a laboratory for courses in dairying. The herd of Holsteins and Guernseys was a matter of pride to the community, winning an occasional state or regional prize for milk production.³⁹

³⁴ McWilliams Ms.; conversations with Dr. Katherine Vickery, Miss Virginia Hendrick; Palmer Papers, College Archives.

³⁵ See, for instance, the letter to W. B. Reynolds regarding naming the college building Reynolds Hall. T. W. Palmer to W. B. Reynolds, June 30, 1925.

³⁶ McWilliams Ms.

³⁷ T. W. P. to S. H. H., April 22, 1918. Palmer Papers.

³⁸ McWilliams Ms.

³⁹ For example, a Holstein, Knapp Hangerveld Johanna DeKol No. 484238, produced in ten months 11,631.5 pounds of milk. In a seven day period in 1923,

The first large structure erected in the Palmer administration was the Tower. The tall concrete structure was built in 1910-1911 by the Piedmont Construction Company of Atlanta at a cost of \$6,074.84. From the time of its erection until 1962, it was the sole means of water storage on the campus except for the tank that held the water for the fire sprinkler system installed by President Harman. Probably the most photographed landmark on the campus, the Tower has served as "the keynote of campus dignity and tradition." For all of its usefulness, almost every generation of students has believed that it was entirely ornamental. A reporter from the *Alabamian* in 1940 consulted the college engineer, Mr. Maurice Jones-Williams, about the matter. Assuring the student that the rumor of the Tower's exclusive ornamental function was entirely erroneous, Mr. Jones-Williams gave some "more or less vital statistics" about it. "It is 112 feet from the ground to the top," he said. "It supports a tank within it which is 32 feet deep. The capacity of the tank is 109,000 gallons. The water is piped from the filtration plant off campus to the Tower almost constantly to supply the necessary water for all college buildings, including the dairy and the swimming pool. Approximately 250,000 gallons are used daily." The Tower overflowed on days when the college used less than 250,000 gallons; the surplus escaped from the top. Mr. Jones-Williams stressed the fact that the Tower and the water tank behind Main Hall had nothing in common "other than they both hold water." The new tank held water for the sprinkler system in Main Dormitory and had to be kept full at all times.⁴⁰

The Infirmary, erected during the 1913-1914 season, was named Peterson Hall in honor of the late President. A bronze tablet "reciting that fact" was unveiled in appropriate ceremonies on May

she averaged 95.75 pounds of milk daily. *Birmingham News*, March 31, 1923. For discussion of the dairy, see *Minutes*, III, p. 104.

⁴⁰ *Minutes*, III, 63, 69; *Alabamian*, August 19, 1940. Mr. Jones-Williams, a Welshman by birth, served the college for 39 years as electrician and engineer. At his death on July 20, 1945, President Harman said of him, "It is no exaggeration to say that indirectly he was a teacher of force and power. . . . Likewise, it is true that the famed beauty of the college campus is his living and enduring monument." Annual Report of President Harman, October 12, 1945. The *Montage* was dedicated to him in 1944.

18, 1914. As parts of the exercises, the Honorable W. E. W. Yerby from Greensboro made the commemorative address; two grandsons of Dr. Peterson (and sons of the first college physician), Edgar Gilmore Givhan and Francis Peterson Givhan, unveiled the plaque; and Hugh S. D. Mallory accepted the tablet and building in behalf of the Board of Trustees.

President Palmer considered the new infirmary ideal in many respects, affording ample accommodations for caring for the sick (beds for thirty-six patients) and enabling the college health authorities to isolate cases of contagious diseases. It had been built in record time. The Board did not authorize its construction until May 19, 1913, and it was ready for patients in April, 1914.⁴¹ Until that time, the sick were housed elsewhere. Using a room in Main Hall had proved so unsatisfactory that the college physician begged annually for a place where he could isolate the seriously ill.⁴² Finally in 1909, the Board instructed Dr. Palmer to repair the Nabors House (King House) and purchase such supplies as were necessary to fit it for a school hospital.⁴³ Nabors Hall, therefore, had been the school hospital some five years before Peterson Hall was built especially to house the health services.⁴⁴

Bloch Hall, opened in 1915, was the first building erected on the campus for academic work. Although the school was established for the purpose of teaching industrial and technical subjects, it did not have a suitable place for its specialties for some twenty years. In the meantime, classes met in Reynolds Hall, Main Hall, in temporary frame buildings, and in private homes.

For some years before the science hall became a reality, President Palmer had been urging the erection of such a building as essential to the continuation of the school's distinctive program. On August 27, 1914, the Building Committee formally accepted the plans for the new building drawn by Architect W. T. Warren and within two months advertised for bids and in December let the bid to R. V. Labane of Birmingham. On January 16, 1915, the corner-

⁴¹ *Minutes*, III, pp. 103, 121; *Catalog*, 1914-15, pp. 12-13.

⁴² See the annual reports of Dr. D. L. Wilkinson in *Minutes*.

⁴³ *Minutes*, II, pp. 317, 338, June 7, 1909.

⁴⁴ The college physician was Dr. D. L. Wilkinson. He was succeeded the next year by Dr. Willena Peck who remained as the college physician until her retirement in 1952.

stone was laid with impressive Masonic ceremonies at which Grandmaster H. C. Miller presided. Between twelve and fifteen hundred people were in the audience. Dr. J. H. Phillips of Birmingham was the orator of the day.⁴⁵ The new building, which was ready for occupancy in June, cost \$60,000, the original contract price, which was "unusual in Alabama school building history," one newspaper reported.⁴⁶ Although Mr. Sol Bloch worked to secure the new building, he did not know until the dedicatory services that it would be named for him. Needless to say, he was pleased at the action of the Board of Trustees.

Bloch Hall had two stories and a basement which provided space for recitation rooms, laboratories for chemistry, physics and the other laboratory sciences, exhibit rooms, kitchen and dining room for domestic science classes, studios for fine arts and manual training and storage space.⁴⁷ Bloch Hall not only provided up-to-date teaching facilities, but also relieved crowded conditions in the other buildings, especially in Reynolds Hall where most classes had formerly met.

Upon the completion of Harman Hall in 1968, the physical and biological science departments moved into new quarters and the College began an extensive renovation of Bloch for Home Economics which was to be completed by September, 1969.

The music hall, later to be named Calkins Hall, was finally, after many delays, opened in 1917 but it was not finished for another year.⁴⁸ Dr. Palmer and the Building Committee of the Board of Trustees had been pleased with the speed and efficiency with which Peterson and Bloch Halls had been built, but they were understandably annoyed by delays, war-time labor difficulties, and increased costs of the music hall. At times Dr. Palmer wondered if the building would ever be completed. The building cost more than the original bid and the college had to borrow \$12,000 to pay off the balance and to purchase much needed musical equipment.⁴⁹ According to the original plan, the music building was to have been one hundred feet north of Bloch which would be the spot later

⁴⁵ *Minutes*, III, pp. 134, 156.

⁴⁶ *Wilcox Progress*, June 10, 1915.

⁴⁷ *Catalog*, 1915-1916, pp. 12-13.

⁴⁸ Charles R. Calkins was Director of the School of Music from 1916 to 1920.

⁴⁹ *Minutes*, III, p. 261, May 6, 1918.

occupied by Comer Hall. The record does not give any explanation for the change in site, but the architects may have done it to make it conform to their overall plan for the campus.⁵⁰

In describing the new building, the college bulletin said that it "was an inspiration and an opportunity to the architect." The resulting structure had "most unusual charm and permanence from the carved stone entrance to the lovely concert room upstairs." Ornamentation was "full of details of musical instruments and other features suggestive of the purpose of the building." It had the usual studios and practice rooms and a special feature, the concert room finished in ivory and old gold, the walls richly decorated in plaster work.⁵¹

When the college dedicated its new library building in 1923, Dr. Palmer and the faculty were at last getting what they had long hoped for. Until this time, the books had been housed in different places, all of them temporary; the last one was in Main Hall, second floor, over the main entrance in a room afterwards used as a "fun room." Long before the erection of the new structure, conditions were so crowded that Dr. Palmer reported that students had great difficulty in getting into the room to get their work done.⁵² It was with considerable relief as well as pride that the administration opened the building.⁵³

The school library was originally the project of some women in Montevallo who had been interested in organizing a literary club. The books they collected were deposited in the pastor's study of the Baptist Church and loaned at certain hours of the week in 1896-1897. In the spring of that school year, Mrs. J. L. McConaughy of Montevallo, assisted by Mrs. George Eager of Montgomery, successfully interested the Alabama Federation of Women's Clubs in establishing a library at the new school. Many clubs pledged books and periodicals. A new club in Montevallo, Studiosis, gave a considerable number of volumes. To these were added the books in the church study. That year also President Reynolds solicited donations from Congressmen and other friends of the school.

⁵⁰ Minutes of the Building Committee, October 16, 1916; *Minutes*, III, p. 202.

⁵¹ Catalog, 1917-18, pp. 10-11. The building finally cost \$31,237.50. *Minutes*, III, 261.

⁵² *Minutes*, III, p. 201, November 10, 1916.

⁵³ The Board adopted a resolution to erect a library May 5, 1921. *Minutes*, III, p. 354.

Opening in 1897-1898 in a small frame cottage, the library operated for some years without a professional librarian. The ladies of the town spent many hours as volunteer librarians; Miss Hattie Lyman catalogued the books and Mrs. McConaughy gave the whole enterprise leadership. Later (1900-1901) three advanced students "kept" the library and the good friends in town were relieved of their self-imposed responsibility. Miss Sara L. Callen, of the mathematics department, was the first teacher-librarian and after three years, Miss Anne Kennedy succeeded her. Soon after Dr. Palmer came to the school, he hired a trained librarian, Miss Alice Wyman of Atlanta, who remained until 1913. Miss Fannie Taber was the librarian when the books were moved to their new quarters in 1923.⁵⁴

The new library contained a ninety-foot long reading room, the stacks, and the librarians' offices. The building was so planned that additions could be made without difficulty. The main feature of the design was the "large reading room with five arched windows on the side and a charming triple Palladian arched window at each end."⁵⁵ Strollers at night when the building was lighted agree that it was the most beautiful building on campus. Planned by the architectural firm of Warren, Knight, and Davis and constructed by Smallman and Bryce, Birmingham contractors, and built almost entirely from Alabama materials, the library was "strictly an Alabama product."⁵⁶

Up to this time, the money coming from the State was in small sums, so small that the school had to resort to borrowing at intervals in order to complete projects. The first large appropriation of \$200,000, which the State Legislature passed in 1911, did not become available until 1914. This money was used to complete the music hall and do other construction, including major repairs to the dormitory which by that time was twenty years old. But as the authorities developed plans for making Alabama College into

⁵⁴ *Technala*, 1921, pp. 120-123; Catalogs for 1921ff.

⁵⁵ *Birmingham News*, March 17, 1923. Originally \$75,000 was appropriated for the building; the total cost, including furniture, lights, plumbing, etc., was \$75,378.03. *Minutes*, III, p. 360; IV, p. 43.

⁵⁶ *Montgomery Advertiser*, March 10, 1923. According to Mr. Robert Somers, the current librarian, on October 1, 1964, there were 85,687 volumes in the library; about three thousand volumes are added annually. The library also gets 530 periodicals. Conversation with Mr. Somers, October 19, 1964.

a first-class degree-granting institution, they recognized the need for an enlarged plant. For several years, President Palmer had to turn away applicants because of the lack of space; hence a new dormitory was a necessity. While Bloch Hall relieved the classroom situation, administrative offices and classrooms crowded Reynolds Hall and Main; there was need for another academic building. The student body had outgrown the assembly halls in Reynolds and Main so there was need for an auditorium. Students in secondary education were having to do their practice teaching in Reynolds Hall where the Montevallo High School classes met. This was extremely unsatisfactory and a new high school or training school was much needed. The president's home had burned on May 5, 1921, and while it had been fairly well covered by insurance, the college would have to build a new one which in all probability would cost considerably more than the original building.⁵⁷ In short, the school needed more money for capital improvements than it anticipated receiving from the State.

In looking for a solution, the officers of the college and the Board of Trustees decided to seek other sources of revenue. Consequently, they launched a public drive in the State, the Montevallo Equipment Campaign which soon became known as the Million Dollar Drive, which began in March, 1924. Dean O. C. Carmichael was relieved of his academic duties to direct it; he gave his "whole time, thought and energy" to the work. He and the members of the Board made elaborate plans to publicize the campaign and organize alumnae, students, public-minded citizens, and friends of education into fund-raising units. Through students in the college during the month of April, he organized two hundred and eighty local committees in small towns and cities in the State. Since only two counties were not represented in the student body, these committees covered practically all the State. The director and the Board decided early in the campaign, however, that they could not expect to raise the necessary amounts through the effort of voluntary committees. Hence, they employed three solicitors who in their first four weeks raised \$20,000. In July, the newspapers carried feature articles about the school, its history, its needs,

⁵⁷ Faculty and girls helped save what contents they could, even a piano, but Mr. Palmer's tuxedo was lost. The students collected enough money to buy him a new one. Questionnaire; *Minutes*, III, p. 365.

and its possibilities as the state college for women.⁵⁸ "It is a pitiful story of congestion and over-crowding;" the *Birmingham News* stated editorially, "of refined and cultured and ambitious young women huddled together in ramshackle dormitories, of the lack of suitable quarters for the president and faculty."⁵⁹ It was not expected that all donations would be in cash; donors could make deferred payments for the next four years.

The drive was fairly successful, although the full million dollars was never entirely pledged and some of the pledges were never paid. The Federation of Women's Clubs endorsed the campaign, the first time they had taken such action.⁶⁰ Mr. Erskine Ramsay of Birmingham gave \$100,000 to the drive for the erection of a dormitory. President Palmer called Mr. Ramsay's gift "the first great gift that has been made by any citizen in our state to the cause of women's education."⁶¹ Mr. Victor Hanson, of the *Birmingham News*, subscribed \$10,000 and the employees of his paper, \$2,500. The faculty, with a goal of \$5,000, actually paid \$5,814.⁶² The other money came in smaller amounts. The money raised thus was used to build the president's home, Ramsay Hall, the high school, and Palmer Hall. All of these were constructed in the 1920's.⁶³

In 1916 Dr. Palmer instituted a summer school. There were many reasons why he had been urging the Board to authorize him to start one. As he told that body as early as 1910, fully three-fourths of the teachers in the state public schools were young women. Many of them were anxious to take summer courses, especially in some of the technical subjects. Many others, for various reasons,

⁵⁸ *The Birmingham News*, for example, had a two-page spread and an editorial on July 13, 1924.

⁵⁹ The "ramshackle" dormitory was not Main, of course, which is a very solidly built structure, but the temporary building provided by the Exchange Club of Montevallo. This wooden structure was on a site near the one now occupied by Hanson. After the dormitory was finished it was moved close to the elementary school in order to provide much needed space.

⁶⁰ *Minutes*, IV, p. 85.

⁶¹ *Minutes*, IV, p. 76.

⁶² *Minutes of the Faculty*, I, 247, April 1, 1924.

⁶³ Business concerning this drive took a lot of time. See *Minutes*, IV, 76ff., 188ff. Ramsay Hall was considered "undoubtedly the highest ideal of dorm construction yet attempted in Alabama." The total cost was \$212,500 of which Mr. Ramsay paid \$100,000. The building was ready for occupancy in 1925, near the end of Dr. Palmer's administration. *Minutes*, IV, p. 97, June 5, 1925.

could not attend classes in the winter, but were free to do so in the summer. And, of course, there were always some of the regular students who wished summer classes. Furthermore, the state had a half-million dollars worth of property idle for three months that could be used profitably for instruction. Married women would welcome an opportunity to attend lectures in home economics "and thus widen the influences and powers of our school." Montevallo was a delightful place in the summer and there was no more comfortable building in the hot season than Main dormitory with its high ceilings and thick walls.⁶⁴

That first summer session of six weeks was considered highly successful. Two hundred-ninety women and girls were enrolled, the largest number ever attending the first session of any summer school in Alabama. There were registrants from forty-one counties and seven other states. Girls enrolled in the canning club conference and women in the homemaker's courses brought many others to the campus for a short time. There was a demonstration school "fairly well attended" that was of interest to teachers and "very helpful to the children of the community." Several outstanding teachers and supervisors were employed to assist the regular faculty members: Miss Lynette Hoffman, Supervisor of Art and Manual Training in the Public Schools of New Orleans; Professor H. B. Norton of Florence Public Schools; and Miss Sarah A. Spencer, Expression and Dramatics teacher at Winthrop College, Rock Hill, South Carolina.⁶⁵ While this summer school was designed for women, the school admitted men. They ate in the dining room and lived in Nabors Hall (King House, which could house about ten) or in homes in the community. Courses of study for state examinations and extension of certificates, and classes in education, agriculture, plant culture, and biology were of special interest to men. This practice of admitting men into summer school, begun in 1916, continued but attracted only a few until coeducation opened all classes to the male students.

⁶⁴ *Minutes*, III, p. 14, May 13, 1910. The Board had authorized summer school for 1915 but "on account of the very unusual demand on the general fund," Dr. Palmer withdrew the announcement. *Minutes*, III, p. 161, May 15, 1915.

⁶⁵ *Montevallo Advertiser*, June 8, July 15, 1916; *Minutes*, III, p. 214, May 22, 1917; *Montgomery Advertiser*, July 16, 1916; Alabama Girls' Technical Institute Bulletin, Summer School, first year, April, 1916. Total expenses for six weeks were \$35.50. Bulletin, p. 8.

Dr. Palmer felt strongly the need of a changed attitude toward work among southern women. For that reason, he strengthened the department of home economics. The difficulty that he experienced in finding fully trained instructors for that department convinced him that his school had a bright future in training women in these fields. Furthermore, he pioneered in employing students to perform certain tasks. "This is the first school in the State if not in the Nation," he wrote the President of Judson College, "to have girls render domestic service." The girls were employed at different tasks but most of them in serving tables for which they were paid twenty cents per day per table. They were not allowed academic credit for this service and most of them carried a full load of work in addition to serving three meals per day.⁶⁶ Since the management and control of this work was under the direction of scientifically trained people "there have resulted the ideals of true dignity of labor." Many asked for "the opportunity of rendering domestic service" so they might earn part of their college expenses. Using student help did not solve all labor troubles, but having tried the system, he was convinced of its worth and continued it.⁶⁷ Using student labor had begun as an experiment in 1909-1910. By the end of the year, "it was considered honorable to work" and the program was proving so satisfactory that the Trustees decided to continue it.⁶⁸

Many practices that have become part of the life of the college began during the Palmer period. The first yearbook appeared in 1908, the first newspaper in 1922. College Night and Crook Week began during his years. The school began publishing bulletins on topics of interest to the people, especially the women, of the State. At his suggestions, the Board of Trustees named the college building Reynolds Hall for the first president of the school whom he described as a man "of great executive ability" to whom the college was indebted for the 25,000 acres of land granted by Congress.⁶⁹ Under Dr. Palmer's guidance the school had purchased

⁶⁶ T. W. P. to Dr. Paul V. Bomar, April 24, 1918.

⁶⁷ Palmer to the Board, *Minutes*, III, p. 360.

⁶⁸ *Minutes*, III, p. 14, May 13, 1910.

⁶⁹ *Minutes*, IV, p. 99. Dr. Palmer said the annual income from the land was \$21,000. In the official records business about the lands of the school was ever recurring.

several pieces of property adjacent to the campus. One of these was the Nabors property on which King House stood. He also had added the spiral fire escape, the joy and dread of every student generation. He was the first president to own an automobile.⁷⁰

Like his predecessors, he had been a patriotic citizen and public servant, holding many offices and promoting causes that would help Alabama. In the field of education, he was on the State Textbook Commission, he was Chairman of the Montevallo Board of Education from 1916 until his death, and he took a very active part in the Drive of 1916 to induce the voters of the State to approve the Educational Amendment that would allow counties to levy and collect 6½ mills for schools.⁷¹

The crowning event of Dr. Palmer's educational life was the accreditation of Alabama College shortly before his death. In almost every annual report he gave some indication that he wished to upgrade the curriculum and change courses to meet the needs of the State. After the county high schools became a reality, he saw no further need of a state high school. When Smith-Hughes work was made a part of standard high school, he realized that A.G.T.I. was the only institution in Alabama prepared to train home economics teachers for these schools. Gradually, therefore, beginning in 1913, with the full approval of the Board and the complete cooperation of the faculty, he began to raise and strengthen the curriculum in every department.⁷²

In 1914, the school added one year of college work, in 1916 a second, in 1917 a third, and in 1918 the fourth. While the faculty expected each department to offer a four-year course, only the home economics department did so in time for a student to get a degree in the next four years. Alabama College granted its first degree to Miss John Williams Pridgen of Enterprise. She received a B.S. degree in home economics at the 1922 Commencement. The next year the college granted one Bachelor of Arts degree and six Bachelor of Science degrees. Thereafter the number rose steadily.⁷³

⁷⁰ *Minutes*, III, p. 206, 224. Dr. Palmer requested it because "visitors are here daily and some attention should be shown them." This was in April, 1917.

⁷¹ There is a great volume of correspondence about this drive in the Palmer Papers.

⁷² It is significant that the Minutes of the Faculty began in 1913.

⁷³ The most concise information about the classes and courses is in the school catalogs.

Having upgraded the curriculum to a four-year college, Dr. Palmer sought to have it approved by the appropriate accrediting agencies. Consequently, he applied to the Southern Association of Colleges and Secondary Schools. The Association turned down the first application because of the small size of the library, the low salary scale, and the short time the school had been a degree-granting institution. The next year, however, the Association, meeting in Charleston, South Carolina, approved it. One of the last acts of Dr. Palmer was completing the report of Alabama College for the Southern Association which met December 1-4, 1925. The Association turned this report over to a committee which studied and approved it. In speaking of this action, Dr. Carmichael said,

It is not only a recognition of the very excellent work which Alabama College is doing today, but is evidence of the high reputation which the institution has made for itself during the past years. Very seldom indeed is an institution admitted into this association with so brief a history as a four-year college as Alabama College had. It is a source, therefore, of special gratification that the institution has thus been honored. . . .

The telegram announcing the favorable action arrived after Dr. Palmer was in the hospital in what proved to be his last illness. Whether or not he realized the full import of the message is unknown, but it was a fitting climax to a long career.⁷⁴

Dr. Palmer had been in bad health for some time before his death. In the Fall of 1925 he had a case of flu which kept him in bed for some weeks. On Armistice Day, November 11, against Dr. Peck's orders, he attended a public ceremony held on the front steps of Main Hall where Senator Tom Heflin was speaking. This was his last public appearance. The next day Dr. Peck put him in a Birmingham hospital where he developed erysipelas in addition to his bad heart.⁷⁵ He lingered until Thursday, January 7, 1926. He was sixty-five years of age. The funeral was in Tuscaloosa where he had lived for twenty-five years; interment was in the Tuscaloosa Cemetery. Dr. L. O. Dawson of Howard College, a former pastor

⁷⁴ McWilliams Ms.; *Minutes*, IV, p. 122.

⁷⁵ Mr. W. J. Kennerly, November 23, 1964. The newspapers said he suffered a final heart attack on Wednesday and died the next morning without regaining consciousness. Mr. Kennerly says that this is erroneous; he did not die of a heart attack. See *Birmingham Age-Herald*, January 8, 1926.

and life-long friend, conducted the services, assisted by Rev. J. R. Curry and Rev. P. H. Carmichael of Montevallo. Ten delegates from the student body attended the funeral.

The students held a service of their own at the time of the funeral, making it as near like the one being conducted in Tuscaloosa as they could. Helen Boykin played the funeral march, Robbie Andrews read the scripture, Lillian Proust offered a prayer. "And the students deeply affected by the passing of their genuinely loved president, thought of why and how they loved him. . . ." ⁷⁶ Later that month, there was a memorial service in Montevallo to which dignitaries of state and school came—Governor William W. Brandon, Dr. H. C. Barnwell of the University of Alabama, Judge R. B. Evans of the Board of Trustees, Mrs. C. N. Parnell of the Alumni Association, and others. The Board, the student body, the Exchange Club in Montevallo, and other organizations adopted appropriate resolutions, praising his devotion to duty, his love for Alabama College, and his fine services in the development of the school.⁷⁷

OLIVER CROMWELL CARMICHAEL, 1926-1935

On February 8, 1926, Dr. O. C. Carmichael became the fourth president of Alabama College. From the day of Dr. Palmer's death, his election was regarded as certain. Although the name of State Superintendent John W. Abercrombie appeared in the press as "mentioned for the post," there seems to have been almost no sentiment for anyone except Dr. Carmichael. The student body, the alumnae, and several newspapers publicly endorsed him for the position. They pointed out that no one was better acquainted with the school than he; he had been Dean of the College since 1922 and, during the last months of Dr. Palmer's life, acting-president. The Board elected him unanimously.⁷⁸

On campus, the students were vitally interested in the election of a new president. They had voted "unanimously and wholeheartedly" for the man who had acted "so ably in the capacity of dean" for the last three and one-half years. On the day of the meeting at which

⁷⁶ *Alabamian*, January 30, 1926.

⁷⁷ *Shelby County Reporter*, January 14, 1926; *Birmingham Age-Herald*, January 8, 1926; *Montgomery Advertiser*, January 8, 1926.

⁷⁸ *Minutes*, IV, p. 112; *Montgomery Advertiser*, February 9, 1926, and many others. See the Scrapbook, 1925-26, Alabama College Library for a collection of clippings on this matter.

the Board would choose a new president, Helen Davis, President of the Student Government, wired Governor William W. Brandon, telling him of their views. Then the students waited for an answer. At chapel that morning the student government officials announced that, when they received any word from Montgomery, they would ring the bell and everyone was to assemble in front of Main dormitory. One student remembers that it was an interminably long day.

At 4:30 that afternoon word came. Miss Davis, on receiving it, ran toward the chapel, shouting, "He's it! He's it!" Other girls, catching her excitement, joined her in pulling the bell rope with all their might. Students raced to the appointed meeting place. When Miss Davis read the official announcement, they "literally ran wild. Cheering, genuine pep, and high spirits reached an unprecedented pitch," the *Alabamian* reported. "A snake dance was formed and every indication was that the students were as happy as possible over the outcome of the proceedings in Montgomery." They quieted down some after the first burst of enthusiasm, long enough for the evening meal, but

At 6:30 after dinner a snake dance was formed in which no doubt every student of the college took part. They snaked their way to town, in and out, making their way to town. As soon as they turned at Latham's corner, behold whom should they see on a high pedestal at Wilson's corner, but their own beloved and idolized president. As each student in the long line turned the corner, she let out a wild scream. All the towns people were witnessing a spectacle. It was an impressive sight to see a body of nearly 700 college girls, the citizens of town, American Legion members, and others gathered around him. Such cheering as was the spontaneous result of their seeing the new president had never been known in Montevallo. It was quieted with difficulty, but when it was known that Mr. Carmichael wished to speak, every voice was hushed and deference and respect seemed to emanate. As he talked, tears ran down his cheeks. Every student there pledged to him in her heart her honest devotion to him as president. Every student promised earnestly to cooperate with him in making Alabama College a higher and better institution. President Carmichael made them really feel that he in truth was prouder to become their leader than to accept any offer that could possibly come to him. After the downtown festivities were brought to a finish, the body wended its way back to the college. The American Legion and the president's own car passed down the avenue and all met together in the lozzia. A renewal of cheering took place. It could not be hushed. Repeatedly the president bade them good night and repeatedly was refused to let go. Every student shook hands

with him and expressed to him her extreme joy. At last they concerted, "We love you." and then "Good Night." ⁷⁹

The man who began his administration in this great burst of enthusiasm was born in Goodwater, Alabama, on October 3, 1891. Having received his Bachelor of Arts degree (1911) and Master of Arts degree (1914) from the University of Alabama, he was selected as a Rhodes scholar to study at Oxford University. He went to England in the Fall of 1914 to begin his studies. Before he completed them, however, Herbert Hoover telephoned him and his roommate requesting them to go with him to Belgium to organize the work of the Belgium Relief Commission (1914-1915). In 1916, he served with the British Army in East Africa, and in 1917-1919 with the U. S. Army.⁸⁰ In addition to his diversified educational and war experiences, his teaching experience, while much less than his predecessor's, was varied. It included a year as instructor in foreign languages at the University of Alabama, one at Florence Normal School, another as Head of the French Department at Central High School, Birmingham, and a year as principal of Woodlawn High School. He came to Alabama College as Dean in 1922. He was a young man with ability and ambition, taking the helm of a school that had already weathered the first years of its life as a senior college. Having achieved accreditation, the school was ready to move forward.

There was, furthermore, a considerable sum of money from the Million Dollar Drive which the new president could use for plant expansion. The president's residence, later known as Flowerhill, and Hanson Hall were built from this fund. The State Legislature appropriated the sum used for the erection of Palmer Hall and the new dining room; the college, the Town of Montevallo, and Shelby County jointly provided the money for the new high school. These and a new dairy barn were the major structures erected during the Carmichael years.

The president's home was nearly complete when Dr. Palmer died. The Carmichaels were the first, therefore, to live in it.⁸¹ Loveman's

⁷⁹ *Alabamian*, 1935. The library files do not have this issue; this clipping was in a student's notebook.

⁸⁰ Printed information on Mr. Carmichael is voluminous. See *Who's Who in the South and Southwest*, 1963-64, p. 137 and all other current biographical works. The Scrapbook, 1934-35-36, Alabama College Library, has many newspaper clippings about him, most of them unidentified as to origin.

⁸¹ Dr. and Mrs. Carmichael had two sons, Oliver Cromwell, Jr., and Fred Henry.

of Birmingham received the bid to provide the furnishings and Jobe Rose Jewelry Company the silver for the new house. The Executive Committee of the Board of Trustees spent April 14 in Birmingham picking out the pieces. They used the insurance from the old president's home to pay for the new furnishings.⁸² Within six weeks, the family had moved in, and President and Mrs. Carmichael, assisted by the Executive Committee of the Alumnae Association, held the first reception in it on May 22.⁸³ The two-story spacious dwelling was designed for large-scale entertaining. Although removed about one-third mile from the heart of the campus, it is situated on top a hill and is easily seen. Architecturally, it harmonizes with the other buildings. The view up the drive (which was laid out then but not paved until C.W.A. days), through the avenue of pecan trees is a lovely sight any time of the year.⁸⁴

On Founder's Day, 1929, Wenonah Hanson Hall was dedicated as part of the program commemorating the thirty-third anniversary of the founding of the college. Senator James B. Ellis, as Chairman of the Executive Committee, presided at the exercises. John Temple Graves of the *Birmingham Age-Herald* was the chief speaker; Victor Hanson, whose gift helped to make possible the erection of the building, was present and spoke briefly. There were many out-of-town visitors for the occasion, representatives of educational organizations, women's clubs, alumnae, and others. Hanson Hall, constructed of red brick, is of the same design as the other buildings around it. It houses ninety-four students. It is known as junior dormitory.⁸⁵

By the next spring, the auditorium-administration building, named the Thomas Waverly Palmer Hall, was completed and ready for dedication on April 26-28.⁸⁶ This occasion brought together the members of the Palmer family, Governor Bibb Graves, and representatives

⁸² They spent \$8,000 of the \$9,000 which the insurance company paid.

⁸³ *Minutes*, IV, pp. 113, 120, 195; *Shelby County Reporter*, May 27, 1926.

⁸⁴ *Alabamian*, December 5, 1933. Governor B. B. Comer gave the college fifty pecan trees at one time.

⁸⁵ *Shelby County Reporter*, October 10, 1929; *Minutes*, IV, pp. 171-172, May 25, 1928.

⁸⁶ The building was used before this. In February the College Theatre produced "The Beggar on Horseback" in it to a capacity audience. There had been time for only one rehearsal on the new stage, yet "the play went off without a hitch." *Shelby County Reporter*, February 2, 1930.

from many organizations. The three-day event began on Saturday when Dr. W. H. Trumbauer presented a Greek drama, *Antigone* by Sophocles. On Sunday morning at eleven o'clock there was a union church service at which Dr. Henry M. Edmonds, pastor of the Independent Presbyterian Church, Birmingham, preached the sermon and in which local ministers took part. On Sunday afternoon the public had its first opportunity to hear the new four manual Skinner organ, the pride of the whole college and especially of the Music Department. Palmer Christian, organist at the University of Michigan, played the dedicatory concert on Sunday afternoon. The formal dedication of the building was on Monday morning at eleven o'clock when many people brought greetings for the occasion. Professor M. Ziolkowski had composed a special song which Miss Augusta Harden sang. Palmer Hall housed, in addition to the stage and auditorium, the administrative offices of the college; it was one of the finest of its kind in Alabama.⁸⁷

There were other additions and changes. One was a new dining hall (later called the Anna Irvin Hall) on the opposite side of the kitchen from the old one, built in such a way that it could be expanded when there was need for more space.⁸⁸ Another was in the field of educational radio. For that purpose, Alabama College, the University of Alabama, and Alabama Polytechnic Institute purchased Station WAPI in Birmingham.⁸⁹ There were regular weekly programs by the faculty and students on subjects of general and educational interest. The station was formally opened on November 14, 1930, with a program by Dr. Carmichael and music by Professor C. D. Richmond on the new Skinner organ. A change that made considerable difference in the appearance of the front campus was the removal of the big two-story Storrs house, from the site on which Palmer Hall was built to a spot on Oak Street, facing the high school. It had been successively a teachers' residence, and a tempo-

⁸⁷ The organ, costing approximately \$50,000, was built into the auditorium rather than installed afterwards. For many years it was the finest in the State and one of the best in the South. Many music students came to Alabama College because of it. *Shelby County Reporter*, April 3, 24, 1929; *Minutes*, IV, pp. 198, 209, 241-242; *Birmingham News*, April 20, 1930. The decision to name the building for Dr. Palmer was made in 1928 at the spring Board meeting. *Minutes*, IV, p. 172, May 25, 1928.

⁸⁸ *Minutes*, IV, p. 199.

⁸⁹ *Shelby County Reporter*, November 20, 1930.

rary dormitory for students. After its removal it was used for the high school Home Economics Department.⁹⁰

Meanwhile the college had purchased several pieces of property bordering the campus on Oak Street, thereby assuring room for expansion.⁹¹ The enrollment and facilities of the college had nearly doubled during the nine years of the Carmichael administration; the value of the property had increased approximately \$75,000. By the end of his term, Alabama College was not only accredited by the Southern Association of Colleges and Secondary Schools and the Association of American Colleges, but was either approved by or a member of other prestige associations: the Association of Alabama Colleges and the American Association of University Women.⁹²

It was not just in buildings and physical equipment, however important they were in the continued growth of the school, that Dr. Carmichael made his greatest contribution. It was an intangible something more easily recognized than defined. Some have called it leadership. One faculty member who taught here more than thirty years said that of all the presidents under whom she taught Dr. Carmichael gave the faculty and the school their best leadership. He gave the faculty a clearly defined vision and goal—to make Alabama College comparable to the best women's colleges in the nation, but, at the same time, suited to the needs of the State. Another faculty member had a similar view but expressed it differently. "He gave us a vision of the importance of women in the modern world," she said. Women as women had vital jobs to do in the home, the community, and their professions. His was no vision of making women rivals of men, but of finding means by which educated women could fill their places as educated people and homemakers at the same time. To this end he sponsored conferences on the campus that dealt with questions of particular interest to women, he invited outstanding people to speak at convocations and special occasions, and he served on national committees that were concerned with women's colleges where

⁹⁰ Its last location was behind the old social science building on what is now the parking lot for Palmer. In 1951-1952, the college tore the building down (it had been declared unsafe) and used the lumber in the construction of the faculty club house on the lake. *Minutes*, March 20, 1930; *Birmingham News*, October 10, 1951.

⁹¹ See *Minutes*, IV, pp. 170, 205.

⁹² *Alabamian*, May 21, 1935.

he was in close contact with other leaders. He employed the first dean of women. Such a person being responsible for the social living on campus he believed would add immeasurably to the well-rounded life of the students.⁹³ He tirelessly sought to attract the superior students and built up a student body that has proved its worth by the accomplishments of its members.

He also had deep respect for the worth of a good faculty. He sought far and wide for strong men and women to fill vacancies, and he assembled an outstanding group. It has been the good fortune of the school to have had during most of its life an outstanding faculty known for its scholarship, its service to various organizations, its pioneering spirit, its interest in students, and its dedication to the cause of good teaching at Alabama College. In all probability, most friends of the college will agree that if there has been a "golden age" on the Montevallo campus, it began with the outstanding faculty that Dr. O. C. Carmichael assembled in the late 1920's—young, imaginative, vigorous, filled with zeal for higher education, especially higher education for women. These along with the able men and women from previous administrations formed an exceptionally strong and stable faculty.

A member of the new group of the Carmichael administration remembers that "we were all proud of being a part of Alabama College. We had a great sense of loyalty to it. We not only were willing to work hard, we *did* work hard, to make the college an outstanding institution. We wanted every part of the program to succeed. We had outstanding cultural events, fine plays, musical programs and social functions which we supported, partly because they were outstanding and partly because we as members of the faculty assumed these obligations as a duty as well as a responsibility for the good of the college. We worked endless hours not only at our classes, trying new ideas and new techniques that would improve instruction, but most of us devoted great amounts of time to extra-curricular activities, trying to make Alabama College the best in the South."

⁹³ Mrs. Mary Moore McCoy, widow of Bishop J. H. McCoy and former President of Athens College, became the dean of residence in 1931. She also taught classes in Bible. Mrs. McCoy, a world traveler, churchwoman, and lecturer, was among the strong personalities Dr. Carmichael brought to Alabama College. *Birmingham News*, June 11, 20, 1931; interviews with Dr. Lorraine Pierson, Miss Josephine Eddy, Dr. Maxine Davis, Dr. M. L. Orr, Mrs. T. H. Napier, Kermit Woolley, and casual conversations with many other faculty and former students.

Dr. Carmichael held the affection of his students and the respect of his faculty. With the efficient team of Dr. T. H. Napier, Dean of the College, and E. H. Wills, Business Manager at the helm, the business of the college ran with remarkable smoothness.⁹⁴

For more than a year before he left Alabama College, there were occasional rumors that he was preparing to accept a position elsewhere. Each rumor brought forth a storm of protests from the student body and the press. John Temple Graves, Birmingham columnist, wrote that it was all very well to hear Mr. Carmichael was "being subjected to overtures" from another college, but what he wanted to read was that "something strenuous" was being done in Alabama to "prevent this proposed robbery."⁹⁵ The *Alabamian* staff did not know whether any of the rumors were true, but it gave it a chance to "say a few things" about their feelings toward their president.

It is with mingled feeling of pride and fear [it said], that we consider the possibility of his leaving us and try to picture the future of Alabama College without his guidance. Pride we feel because we know that he deserves the best in everything. Pride we feel because we consider him not only one of the great educators of Alabama but of the South. Fear we feel because none of us can conceive of our campus without him. . . . It is he who has made for us Alabama College what it is today. It is he who has listened to our troubles and takes a personal interest in those of each student, who takes pride in all of our achievements, who presides over our College Night helping us to make of it the splendid performance which we strive to have it be, and last it is he who inspires us to do the best we are able to do towards good scholarship and good citizenship.

⁹⁴ Mr. Wills died in June, 1946. The *Montgomery Advertiser* said of him: "... Houston Wills is dead. For 37 years he had served Alabama State College for Women, most of the time as Business Manager. . . . He served through the long years of growth under Dr. T. W. Palmer, through the able administration of Dr. O. C. Carmichael and on till now under the fine and devoted leadership of Arthur Fort Harman. To each of his presidents he was a good right arm, handling the countless business details of college administration that burden to distraction college presidents less fortunate in their assistants. But Houston Wills was more than a business manager. He had a warmth and an honest humanity that drew students to him for friendship and counsel. Much of the time he was chief advisor for the young women in their work on the newspaper and college annual. He never pushed his ideas upon them, believing that students should run their own shows, but they knew who could help out in almost any problem. . . . Nor was he lacking in their love and affection. They dedicated the Annual and College Night to him and in return he gave them the wry grin and the modest chortle that always delighted them." *Montgomery Advertiser*, June 5, 1946.

⁹⁵ Quoted in *Alabamian*, March 27, 1934.

In the Spring of 1935, he resigned to become Dean of the Graduate School and the Senior College, Vanderbilt University. The Board accepted his resignation with regrets. The State was losing a "distinguished educator and accomplished Southern gentleman whose career had made a lasting imprint in the splendid training of so many young women."⁹⁶ Governor Bibb Graves told the Board he had tried "every way" he knew to keep him from going but since he had decided to leave, he wished him well. Mrs. A. Y. Malone, a member of the Board, spoke of what he had done for the womanhood of the state in enriching their lives.⁹⁷ Understandably, the students were heart-broken. Dr. Carmichael's resignation left them with "inexpressible feelings of regret." His friends at Alabama College watched with pride and affection his promotions in the educational world. After only one year as Dean at Vanderbilt University, he became vice-chancellor, and in 1937, the chancellor. In 1946 he became the Executive Associate of the Carnegie Corporation, a position which he held until he became President of the University of Alabama in 1953. Retiring, he lived in Asheville, North Carolina, where he continued to write and to serve as educational consultant to several foundations, until his death, September 24, 1966.

ARTHUR FORT HARMAN, 1935-1947

To the students and alumnae, the answer to the question of who the next president should be was as obvious and clear-cut in 1935 as it had been in 1926. They seemed to think of no one but Dean T. H. Napier who had been at the college for nine years and was dearly beloved by hundreds of students and former students. Just as soon as it was evident that Dr. Carmichael was leaving (and probably before the final announcement, because for a year or more rumors were about that he was going elsewhere) the movement to elect Mr. Napier began. Eighteen alumnae chapters throughout the State had officially endorsed the Dean and a considerable number of friends of the college were supporting him. The student body, speaking through a front page article of the *Alabamian*, said, "The people of this state and the newspapers of the state, we have been convinced, share the feeling of the students and alumnae that Dean Napier is the

⁹⁶ *Minutes*, IV, p. 405, May 24, 1935.

⁹⁷ *Minutes*, IV, p. 404.

logical choice for carrying out the work in which he has assisted and which he knows so well." His election to the presidency would mean the smoothest possible transition to a new administration. The students, in supporting Dean Napier, were of the opinion that it was "only necessary and fair to ask that experience in work on the college level, familiarity with the particular job here, scholarship, and personality be considered." ⁹⁸

Many alumnae and well-wishers of Dean Napier engaged in what appears to have been a systematic campaign of writing letters to the members of the Board of Trustees and to the newspapers of the State. The one from Mrs. Pauline Rogan which appeared in the "Voice of the People" is a good example of the kind of public persuasion the alumnae were using:

As an alumna of the College, I feel that it is my duty to make every effort possible to help uphold the standards set for the institution by the outgoing president and the only assistance possible for me to give is in urging that the friends and alumnae of Alabama College speak forth in behalf of Dr. Napier as the new president. There should be no motive other than the real and true good of the College. If it is to progress as it has in the past few years, the president will have to be well qualified, must be familiar with the standards . . . and have insight into the future of the institution. I feel that no other person could fill the vacancy [left] by Dr. Carmichael as Dean T. H. Napier can. ⁹⁹

The dominant theme that runs through Mrs. Rogan's letter and the majority of the others is that Dr. Napier is the man to carry on the tradition of Dr. Carmichael. It is to the credit of the alumnae that most of them stressed the positive qualities of the Dean rather than shortcomings of the opposition. The organized movement centered in Birmingham where a "terrific fight" developed.¹⁰⁰ It is no secret

⁹⁸ *Alabamian*, May 21, 1935. There is more archival material on the Harman administration than all the others combined. After his retirement, Dr. Harman arranged his papers (including his voluminous correspondence) and presented them to the State Department of Archives and History, Montgomery. He kept his notes for faculty meetings which he had bound and presented to the Alabama College Library. He liked to write and often mimeographed and circulated something from his pen, a radio address, a speech for educational groups, or a poem. The *Weekly Bulletin* had a place for a short article from him. Furthermore, the memory of Dr. Harman is still fresh in Montevallo. Consequently, the student of his administration has a plethora of materials to work with.

⁹⁹ *Birmingham News*, May 18, 1935.

¹⁰⁰ Arthur Fort Harman to Richard B. Wilkinson, May 13, 1935. Unless other-

that Mr. Napier wanted the job and was bitterly disappointed when he did not get it.¹⁰¹ The position went to Dr. Arthur Fort Harman.

To the argument that Dr. Harman did not possess a doctor of philosophy degree, his friends pointed out that neither did some presidents of the major universities in the nation; the University of Chicago, the University of Wisconsin, and the University of Missouri were headed by men without Ph.D. degrees. And they might have added that Alabama College had never had a president with an earned doctorate; all the previous men had only honorary doctorates. Dr. Harman was sensitive to this argument, however, and asked several of his professional friends to write members of the Board their opinion of the importance of the doctorate for the position in question. Professor N. L. Englehart of Columbia University wrote that Mr. Harman had "through his own industry, application and experience gained a training that is far superior to that which could be gotten through the acquisition of a doctor's degree alone." He was fully competent to serve as a college president; he needed no degree for that purpose.¹⁰²

The Board did not make its decision unaided. Dr. Harman wanted the job but his policy in the contest was one of "dignity and receptivity." His friends could act in his behalf if they so desired although he wrote to one of them he wanted it clearly understood that they did so on their own initiative. From the beginning he knew he had not only the Governor and the State Superintendent of Education, J. A. Keller, on his side, but also a majority of the Board. Whether or not he received the presidency, he said, depended on whether "the pressure methods from Birmingham and Montevallo can weaken their support."¹⁰³ In spite of his protests that his friends were writing in his behalf on their own initiative, Dr. Harman had wide correspondence with school principals and superintendents, and professional educators. He had these two groups on his side just as Dr.

wise stated, letters between Dr. Harman and others are in the Harman Papers in the Archives, Montgomery.

¹⁰¹ Conversations with Dr. and Mrs. Napier and others who were in Montevallo at the time. There is no evidence that he was doing any political maneuvering to be elected although that accusation was made.

¹⁰² Englehart to Governor Bibb Graves, May 15, 1935.

¹⁰³ A. F. H. to N. B. Baker, Cullman, May 17, 1935.

Napier had students and alumnae on his.¹⁰⁴ He also had the support of Governor Bibb Graves and a majority of the Trustees. While he was State Superintendent of Education, Dr. Harman had worked very closely with the Governor to get some much needed public school legislation passed. It was a well-known fact that he was a staunch supporter of Graves and Graves of him. While there were many who openly feared the selection of a politician would cause the school to lose its high standards, there were others who saw no reason to be uneasy about the future. In fact, several newspapers hailed his election as being a wise one. He himself took pains to allay the public fears. "Be assured," he wrote a friend soon after his election, "that I shall not be a political college president, although I have no thought of surrendering my rights as a citizen. . . ."¹⁰⁵ Friends wired congratulations; many members of the staff at Alabama College assured him that their previous support of Dean Napier was not meant to be opposition to Mr. Harman; a Montgomery editorial predicted that he would be much more popular in Montevallo than some of the alumnae realized; the *Montevallo Times* extended a hearty welcome to the Harmans; and the press throughout the State stressed his long record of service to education.¹⁰⁶

Dr. Harman was a public school man. His whole public life had been spent in some way with the schools of Alabama. Beginning as a classroom teacher in Brewton Institute, he had been successively principal of Centreville High School, Superintendent of Schools in Decatur, in Florence, in Selma (where he remained for twelve years), Superintendent of Schools for Montgomery County (seven and one-half years), and State Superintendent of Education from October 1, 1929, to January 15, 1935. He went to the state position on the appointment of the Governor to fill the unexpired term of Dr. R. E. Tidwell and was elected in his own right at the next election. He had been President of the Alabama Education Association and an officer in many state and national educational organizations. He was chairman of the committee that prepared the

¹⁰⁴ A. F. H. to Paul R. Nort, May 20, 1935; to W. H. Mitchell, May 15, 1935; to N. L. Englehart, May 7, 1935; to Richard B. Wilkinson, May 15, 1935.

¹⁰⁵ A. F. H. to Miss Clistie Bloodworth, June 10, 1935; *Birmingham Post*, May 25, 1935.

¹⁰⁶ *Montgomery Advertiser*, May 26, 1935; *Montevallo Times*, September 5, 1935; correspondence in Harman papers.

first code of ethics for the Alabama Educational Association, considered to be one of the first codes of its kind in America. He was in much demand as a speaker for state education meetings. In his relation with schools and education at every level, he had been a forward-looking champion of education, a "bold and aggressive leader, honest, capable, pleasant (and) tactful . . ." a "first-rate" school man.¹⁰⁷

At Alabama College Dr. Harman's administration spanned the depression and World War II. During those years the college observed the fortieth and the fiftieth anniversaries of the founding of the school. In spite of shortages of money and materials, the college erected two major buildings and renovated and enlarged several others, and added greatly to the beauty of the campus.

The depression, of course, predated the Harman administration and so did the financial difficulties of the college. In 1932, President Carmichael reported to the Board that faculty salaries had been behind all year and were three months in arrears by May.¹⁰⁸ In 1934 two months' salary had not been paid. By the passage of the Income Tax and Warrant Refunding Act in July, 1933, Alabama College was enabled to borrow funds enough to pay her outstanding debts, including the unpaid portion of salaries for 1931 and 1932.¹⁰⁹ In January, 1937, Dr. Harman saw "little or no chance" of recovering salaries that remained unpaid for the year 1935-1936,¹¹⁰ and there was no money for the December payroll. In 1935-1936, Alabama schools had their first proration in the State's history. Proration, which at times amounted to more than forty percent of the Alabama College budget, resulted from the law passed in 1933 which said that appropriations had to be reduced to the actual income to prevent the State from incurring debt.¹¹¹ Not until 1939-1940 did President Harman feel that financial pressures had eased.

While the depression brought hardships and restrictions, New Deal agencies provided the college with the funds with which it did its only extensive building in the 1930's. Tutwiler Hall, Bibb

¹⁰⁷ *Montgomery Advertiser*, September 5, 1929; May 26, 1935; biographical notes in the Harman papers.

¹⁰⁸ Report to the Board, May 20, 1932.

¹⁰⁹ Report to the Board, May 25, 1934.

¹¹⁰ Harman, Notes, January 7, 1937.

¹¹¹ See reports of the presidents of these years; Harman, Notes, *passim*.

Graves Hall (a converted airplane hangar), the new Alice Boyd Building, the open air theatre, the campus paving, the additions to the library, and the renovation in Reynolds Hall to make it suitable for a student union building were all paid for partly or wholly with funds which came in grants and loans from the Federal government. At a later date, Dr. Harman reminded the faculty that "If we are disposed to tap our foreheads as we look on persistent New Dealers we should at least not forget that if there had been no New Deal there would have been no such expansion here."¹¹²

The loans were obligations which had to be repaid. Dr. Harman, in an article that appeared in several newspapers, explained the method of liquidating these college obligations:

The method [he said] of liquidating the loans necessary for construction of the buildings were prescribed by the Federal government. The college under authorization granted by the Board of Trustees is therefore under a contract with the Federal government as to the grants, loans, and charges to be made in order to liquidate the loan. Under this requirement of the government no other plans for the building were possible.

On many occasions I have called attention to the long recognized necessity for expansion of the college plant. The Board of Trustees of the college at its annual meeting on May 1938 approved the president's recommendations for minimum building needs amounting to \$600,000. The total program is not under way for the reason that the college is not financially able to sponsor it.

Although we greatly regret that it is necessary to increase charges to students, under our contract with the government such levies in the way of fees are inescapable except where institutions are able to supply the grants from their own cash payments. Moreover the government requires that each separate project be self-liquidating.

The addition to the library is being erected with a cash supplement from the college to the grant by the government and is therefore not a self-liquidating project.

Beginning with the session 1939-1940 there will be a special building fee of \$7.50 per semester in addition to all fees now chargeable to students who attend Alabama College, as a liquidating fee of the obligation incurred by the college in erecting Comer Hall and remodeling Reynolds Hall. For this purpose there will also be a special building fee of \$2.00 chargeable to each student who attends the Summer School of the college. As a liquidating fee for the removal of obligations incurred by the college

¹¹² Harman, Notes, September 7, 1943. Under the Works Progress Administration the College sponsored the open air theatre, and the paving and landscaping on the campus. Of these two, the college paid approximately one-tenth.

in erecting Tutwiler Hall, there will be a chargeable fee to each student who resides in the hall a monthly room rent of \$8.00. Residents in Tutwiler Hall therefore will be paying \$5.50 per month for room, board, and laundry, more than is chargeable at present for room, board, and laundry in the present dormitory.

Under its contract with the government it will be the obligation of the college to complete registration of students in Tutwiler before registrations are permissible in the other residence hall.¹¹³

Dr. Harman chose to make the dedication of all these major buildings on one day. He chose April 25, 1940, for the day-long ceremonies to which officials of State, leaders in education, and friends of the college were invited. At the program of dedication for Comer Hall, which took place at ten o'clock, Mr. Donald Comer, a son of the late governor, and Mr. Gessner McCorvey, nephew of Miss Julia Tutwiler, made addresses. There was a luncheon for distinguished guests; and at 2:30 a similar program for Tutwiler Hall. At the latter session Governor Frank M. Dixon, Superintendent of Education A. H. Collins, and Senator Lister Hill all made addresses. At 4:30 there was a band concert and in the evening a concert by the Italian lyric tenor, Nino Martini.

Dr. Harman had appropriate formal words of dedication for Comer Hall, Tutwiler Hall, Reynolds Hall, the Library, and the College. Of the college he said,

We dedicate the college to human welfare; to the achievement of all rights and privileges that justly belong to women; to freedom to think, freedom to speak; to the economic security, the economic independence and the happiness of women; to the development of leadership for women in life of the state; . . . to the mastery of all the arts and sciences whereby the student may find her way; to higher education as the worthiest service of any government; to the perpetuation of democracy; to the dignity of State; and to the glory of God.

It was a full day, important in the maturing of the college.¹¹⁴

In October, 1946, Alabama College celebrated its fiftieth anniversary with a three-day program featuring an historical pageant, a com-

¹¹³ *Alabamian*, January 30, 1939; *Montevallo Times*, February 2, 1939, and others. The papers relating to these buildings are voluminous and technical. The complete record is, of course, in the Minutes of the Board.

¹¹⁴ *Alabamian*, April 22, 1940; "Exercises of Dedication, April 25, 1940." The program contains the text of the speeches made on this occasion.

memoration service, concerts, and addresses by Governor Chauncey Sparks and leading educators. Considering the number of visitors, the scope of the program, and quality of the performances, and caliber of the addresses, it was without doubt the biggest event in the history of Alabama College.

Plans for the Semi-centennial began more than two years earlier. In February, 1944, President Harman addressed a circular letter to the college staff, announcing that the college would celebrate its fiftieth anniversary on October 12. He appointed a committee headed by Dr. A. W. Vaughan, to begin making plans for the event. Because of the war and travel restrictions, all of the early planning was necessarily of a highly tentative nature. However, with the successful completion of the European war in the summer of 1945, the Committee could proceed with plans, fairly certain that they could be carried out.¹¹⁵ From that time on, preparations proceeded on several fronts: the Board of Trustees allotted \$3,000 for expenses; a statement appeared in the state papers, announcing that there was a cash prize of \$100 for an anniversary hymn.¹¹⁶ The college employed Dorothy Richey, a former member of the Speech Department, to write an historical pageant; the faculty, organized into an army of committees, began holding long meetings and laying meticulous plans; and the News Bureau continued to supply releases about the coming event. By the opening of school in September, 1946, preparations were being perfected although much still remained to be done. The college was looking forward to the biggest crowd of visitors it had ever had for one occasion. The actual program spanned a weekend; it began on Saturday, October 12 and ended on Monday, October 14. Before the event was over, many people were involved in some way: practically all of the faculty, large numbers of students, many townspeople, hundreds of alumnae, many of whom had not been on campus for years, state officials, many representatives from colleges, universities, and learned societies.

The program began officially with a Glee Club performance on

¹¹⁵ Before the time of the celebration arrived, Dr. Vaughan resigned from the committee because of poor health and Dr. M. L. Orr replaced him as chairman. See memorandum from Dr. Harman to committee, September 17, 1945.

¹¹⁶ The prize went to two alumnae, one prize to Clarice White Luck for the words and one to Elsie McBride for the music.

Saturday afternoon at 3:00. Miss Claire Ordway, of the music faculty, directed the combined vocal group and the college orchestra in "The New Earth," by Garnett and Hadley. The soloists were Kathleen Martinson, soprano; Travis Shelton, tenor; and Ruth Scott Parker, alto. Mrs. Parker was an alumna of Alabama College.

There was a tea, well attended, at 4:00 in the newly decorated parlors of Main Hall. At six there was the alumnae dinner in Main Dining Hall at which Ruth Scott Parker, President of the Alumnae Association, presided. Former students took this occasion to recognize the presence of a member of the first graduating class, Margaret McArdle; and to dedicate the newly built browsing nook in the Library named in honor of Dean T. H. Napier.¹¹⁷ This was also the occasion for restoring the old college bell which had been used in the early days of the school. At eight o'clock that evening, Alex Scott who had rung the bell on Founders Day, 1896, rang the bell fifty times. The Alumnae Association had decided that henceforth it would ring as a climax to all Founders Day exercises, for every College Night Homecoming celebration, at the finding of the crook, and the lowering of the flag at the close of the college year.¹¹⁸

The historical pageant, written by Dorothy Richey but edited and directed by Dr. and Mrs. Walter H. Trumbauer, was given on Saturday evening. The press release referred to it as a "kaleidoscopic review of events pertinent to the school's growth, ranging in time from 1865 to 1946." It was divided into approximately twenty-five episodes, and used a cast of approximately two hundred-fifty people from the school and community. The first episode dealt with Miss Julia Tutwiler's heroic effort to arouse the Alabama Educational Association to the need of an industrial school for women. Succeeding episodes depicted events of unusual interest or importance such as the dedication of Bloch Hall, the beginning of the traditional College Night festivities in the Old Main Dining Room, Dr. Carmichael and the Million Dollar Drive, etc. The episodes took the college through the confusion of World War II and left it to a

¹¹⁷ Lillian Worley is credited with the idea of honoring Dr. Napier with the nook. The Alumni Association gives annually a sum of money to purchase books in southern history for the collection in it and several memorial books have been placed there. Minutes of the Annual Business Meeting, Alumni Association, February 23, 1946.

¹¹⁸ News release; Minutes of the Executive Board Meeting, Alumni Association, February 23, 1946. Martha Allen made the suggestion of restoring the bell.

new generation, facing a changing world filled with opportunities for good or evil.¹¹⁹

On Sunday there was a union church service in Palmer Auditorium with Dr. Edwin McNeill Poteat, President of Colgate-Rochester Divinity School, as the speaker. The religious service had been preceded by the presentation and dedication of portraits of former Governor and Mrs. Braxton Bragg Comer, for whom Comer Hall is named. These portraits now hang in the rear of the small auditorium in Comer Hall. Sunday afternoon there was a concert by Jennie Tourel, a mezzo-soprano of the Metropolitan Opera Company. The day's festivities ended with a reception at Flowerhill, the home of President and Mrs. Harman.

The celebration reached its climax on Monday morning with the Semi-centennial Convocation. The processional, in which representatives of approximately ninety colleges, twenty-two learned societies, several state organizations and a representative of each class at Alabama College, began entering Palmer Hall at 10:15. There were addresses by Governor Chauncey Sparks; by Dr. Martha B. Lucas, President of Sweet Briar College, who spoke on "Women's Education in a Free Society;" by Dr. O. C. Carmichael, President of the Carnegie Foundation for the Advancement of Teaching, whose subject was "Higher Education--The Next Fifty Years." Governor-elect James E. Folsom and many other dignitaries were present. At the conclusion of the service, Dr. Harman, in the name of the college, conferred honorary degrees on Dr. Lucas and Mrs. Edwina Mitchell, alumna and member of the State Pardon and Parole Board.

At a luncheon following, Dean T. H. Napier thanked all the people who had helped to make the occasion memorable and used the opportunity to give some interesting and pertinent statistics about the young women who had attended Alabama College throughout the fifty years of its history.

It had been an important occasion, a fitting climax to Dr. Har-

¹¹⁹ Mrs. Trumbauer had written and produced the pageant for the Fortieth Anniversary in 1936. It was entitled "Merrily We Go Along." *Montevallo Times*, October 1, 8, 1936; *Alabamian*, October 20, 1936. Mrs. Trumbauer allowed me to borrow her copies of that pageant and the one given in 1946.

man's administration, and one which everyone who had been a part of it remembers vividly.¹²⁰

One of the legacies that Dr. Harman left to Alabama College and the people of the State was a beautiful campus. Both he and his wife loved trees, grass, and flowers. Mrs. Harman was the one who, with her plantings of bulbs, flowering shrubs, and rearrangements of walks and drives, turned the president's home into Flowerhill. It grieved the President when students abused the beauty of the campus in any way, especially by making unsightly paths across lawns which the workmen had so tenderly nurtured. "It is permissible to walk across the grass," he said to every student generation, "provided you do not walk twice in the same place." He loved the campus and, each morning and evening, Dr. Harman walked along the avenue of trees that led from the main campus to his home and, shortly before his retirement put some of his thoughts into a long poem "An Avenue of Trees—Reflections." In it he mentioned the low lying dell to the west of the avenue, once nothing but "a low, sunken place, fed to repulsive dankness by rivulets of red earth-blood," which became "a lovely gentle dell vying in beauty the lush green blanket across the avenue above." Dr. Harman believed that by educating the mind in an environment of truth and beauty, the sordid side of life can finally be removed and the tragic futility of war recognized.¹²¹

Shortly after Dr. Harman came to Alabama College, he told a reporter from the *Alabamian* that he had a "pipe dream" about the appearance of the campus. He believed that it then was one of the prettiest campuses in the State, but that he wanted "this campus renowned for its beauty, the beauty of landscaping, of flowers, of buildings. . . . I hope to see more color on the campus, color in the way of flowering shrubs, trees and other plants."¹²² Thanks largely to his love of beauty and careful planning, the college still enjoys a remarkably beautiful campus.

¹²⁰ Material on the Semicentennial Celebration is assembled in a large scrap-book which is now in the library.

¹²¹ Resolutions of the Alabama College Faculty on the death of Dr. Arthur Fort Harman, Minutes of the Faculty, November 2, 1948. The outdoor theatre is in this dell.

¹²² *Alabamian*, October 8, 1935.

In building up the quality of the faculty, Dr. Harman urged each teacher who did not have a doctor's degree to study or travel abroad once in three summers. He brought in outstanding lecturers for the faculty alone and initiated the Dancy Lectures which he considered one of the outstanding achievements of his administration.¹²³ He was always careful that these endowed lectureships should be of a nature that was in keeping with the original purpose.

A man with strong convictions on many subjects, Dr. Harman described himself as a "traditional Southerner who belongs to a lost generation." He may have said that he was a poet, a scholar, an idealist, and a philosopher.

Having reached the mandatory retirement age, he retired September 1, 1947.¹²⁴ Performing what he called his last official act as President of Alabama College, he wrote a letter to his friends, the Trustees of the college. In it he said that he was laying down his responsibilities of office "without a single unpleasant recollection or thought" with respect to any member of the Board. He had not achieved as much at Alabama College, he said, as he had hoped, but the twelve years had been a "great and satisfying" experience. Notwithstanding this modest appraisal of his regime, he left the college well equipped and ready to go forward under the leadership of the young dynamic scholar whom the Board had chosen as his successor.¹²⁵

JOHN TYLER CALDWELL, 1947-1952

John Tyler Caldwell was the man whom the Board chose. He remained at Alabama College five years, the first of what proved to be four short administrations.

Dr. Caldwell, the first President of Alabama College to have an earned doctorate, was a political scientist from Vanderbilt University. A native of Yazoo City, Mississippi, he had attended Mississippi State College, Duke University, and Princeton University. His Doctor of Philosophy degree was from the last institution. His work experi-

¹²³ A. F. H. to Ellen-Haven Gould, July 30, 1948.

¹²⁴ He did so reluctantly; to him retirement was "legalized homicide."

¹²⁵ Letter is dated August 30, 1947. The Board appointed him President Emeritus, the only time it had done so. Dr. Harman lived in Montevallo for more than a year before moving to Montgomery. He died there on Founder's Day, October 12, 1948. The college flags flew at half mast in respect for his death.

ence was varied, ranging from teaching social sciences and directing the band at Holmes Junior College in Mississippi to holding several positions with government agencies during the depression. From 1936 to 1946, with the exception of a four year leave of absence for war duty, he had taught at Vanderbilt. In the Navy he rose from ensign to Lieutenant-Commander. He had been awarded the Bronze Star for his part in the assault on Okinawa. After the United States forces had taken that island, he had stayed sixteen months, helping with the formation of a military government there.¹²⁶ Shortly before he came to Montevallo, he had married Catherine Zeek of Nashville, Tennessee. Dr. Caldwell was no stranger to most of the faculty since he had delivered some lectures to the faculty some years earlier. He was (and is) a good speaker and had made a very favorable impression on his audience.

In retrospect, two things stand out in his administration. One was his effervescent personality. Always full of hearty physical vigor and youthful optimism and contagious enthusiasm he was liked by people for his "ringing voice, his radiant smile and his flashing eyes." There is no denying that he was ambitious but, as one man who was on the staff said, he made the faculty conscious they ought to be, too. He had an approachable informality that many of the younger faculty people found delightful. He was young (35), just out of the classroom and with a name to make as a college administrator. He came with high hopes for Alabama College.

He took office on September 1, 1946. Consequently, when he made his first report to the Board at the beginning of October, he had been in office one month. In typical Caldwell manner he ended this report:

The College has a forward look in its eye. There is no reason for it not to be the outstanding women's college in this region. More money for two or three buildings and equipment, some new staff members here and there, a fresh view of its potentialities as a booster shot and the college can move ahead to new achievements of which the state will be proud.¹²⁷

The second outstanding feature of the Caldwell administration was his interest in quality work. To that end he initiated two pro-

¹²⁶ *Birmingham News*, May 27, 28, 1947; *Mobile Register*, April 17, 1952; *Who's Who in America, 1964-65*, p. 308; *Who's Who in the South and Southwest*, p. 129.

¹²⁷ Report, October 8, 1947.

grams that had far-reaching results. One was the Honor Scholarship Program and the other was the World Culture Series.

The principal aim of the Honors Scholarship Program was (and still is) "to stimulate and reward excellence." Under this program, which began in the Spring of 1948, students from the upper one-fourth of their high school graduating class and on the recommendation of their principals were invited to the campus for a long weekend for a battery of tests. The college offered to those making high scores two \$400 scholarships annually, each renewable for three additional years; three \$100 scholarships annually renewable for three additional years; ten \$100 scholarships annually for one year only; and ten \$50 scholarships for one year only. Some two hundred young women (and later, men) came each year for these tests. The program was considered a success from the start, having what Dr. Caldwell called an electrifying effect on the classes. It was an ideal method of recruiting, also. Some, of course, who came for the tests had already decided to enroll at Alabama College; others got their first taste of college life during the tests and returned, even if they did not get a scholarship.¹²⁸

When it became general for colleges to require entering freshmen to take ACT tests, it was evident that it was an unnecessary duplication to have students come for the Honors Scholarships examinations. Consequently, the college offered the scholarships to first year students on the basis of their ACT scores. The Honors Scholarships continue on this basis. The awards to upper classmen are made at Honors Day each spring.¹²⁹

The World Culture Series was truly outstanding. In the foreword of the program announcing the "Orientation for World Citizenship," President Caldwell wrote:

This year brings the first of four annual series projected, during which we will study in succession Russian culture, Oriental culture, Latin Ameri-

¹²⁸ Dean of Students, Iva Gibson, once asked at convocation for a showing of hands of students who had competed in the Honors Scholarship Examinations. While no one took a count of them, it was a remarkable number.

¹²⁹ The program received considerable public attention, especially in the early years. See *Alabamian*, January 30, 1948; *Birmingham News*, January 26, 1948; March 20, 1948; April 20, 1948; March 22, 1949. Money for this project did not come out of the regular revenues but from gifts from the faculty, industrialists, and friends of the school.

can culture, Scandinavian and the Middle East. . . . The object of this program is to acquaint you with a large proportion of the people of the world, their way of life, their standard of values, the elements which have made them what they are, and in doing so to make you more of a world-minded citizen. . . .

The first year's program was centered on Russia because there was so much interest in, and so little knowledge of, that nation and its people.

We will not attempt to settle controversial questions regarding Russia [he continued]. The course will not be propagandist, nor even concern itself chiefly with political problems, although we will definitely examine the Soviet ideology, economy, and governmental structure. It is chiefly the people of Russia whom we are seeking to know. . . .

The World Culture Series met once a week (to begin with on Monday evening) for a variety of programs—lectures by faculty members who had particular knowledge of some phase of Russian life, lectures by experts on Russian life and literature from nearby colleges, movies, art exhibits, a Russian play given by the college theatre, a program of Russian music by the music department and many other outstanding features. It was a memorable series. Later, the programs were usually held during the weekly convocation hour. They created a worldmindedness and the student generation that experienced these series was better informed than most.¹³⁰

Like every good educator, Dr. Caldwell was always concerned with the quality of teaching. He talked about it; he wrote lengthy comments on it to the Board; he visited several outstanding women's colleges, including Sarah Lawrence College which became a sort of symbol to him, to see how instruction was carried on elsewhere; he sponsored a conference at which both students and faculty wrestled with the same problems in separate sessions but simultaneously; and, to the pleasure of some instructors and the consternation of others, he dropped into a classroom now and then for an hour's visit.¹³¹

¹³⁰ "Orientation for World Citizenship, Series on World Culture," program. Several students mentioned on their questionnaires the impact this series had.

¹³¹ This writer remembers with pleasure a visit he made unannounced to one of her classes in American history when the question under discussion was whether Andrew Johnson was as bad a president as the textbook pictured him. The ses-

In keeping with this interest, he believed heartily that promotions and salary increases should be based on merit. But the question that plagued him always was how to determine merit, which to him meant primarily good teaching. In seeking an answer, he devised a plan whereby students had the opportunity to evaluate their instructors for the administration. Students were forever evaluating the faculty, he pointed out, through forms of "gossip, complaint, praise, hearsay and so on" and he believed that this method would systematize and legitimize student opinion. He saw student evaluation as contributing to two objectives: the improvement of instruction and a better administrative appraisal of teaching personnel. Student opinion alone could never be a conclusive factor in the overall scheme of faculty supervision and evaluation, but nevertheless he believed that students were "in a position to have an opinion on the instruction they are receiving. . . ."

In pursuing this idea, in May, 1950, Dr. Caldwell requested all the faculty who had been at Alabama College three years or less to place evaluation sheets in the hands of their students which in turn were to be collected, sealed, and handed to the Dean of the College. On the sheets the students were asked to score their instructors on a variety of items: mastery of subject matter, clarity of presentation, personal appearance, rapport with students, and other similar matters. After the Dean had collected the sheets and had made summaries, he sent the findings to the instructors involved.

However admirable Dr. Caldwell's purposes were in proposing this device, he stirred up a tempest in a teapot! While there were a few who believed their students knew better than anyone whether or not they were good teachers, the vast majority were highly indignant over the incident. It was the President's somewhat rueful conclusion that the experiment was more useful as a device for self-evaluation by the teacher than as a device for administrative appraisal.¹³²

The 1947-1952 years must have been frustrating years for the dynamic young president. He tried interesting programs, he employed Robert Payne as author-in-residence, he sponsored outstanding conferences, the college tried interesting innovations, and while the quality of the work remained high and the school had excellent

sion was lively, and everyone had a wonderful time. There were other faculty people who felt strongly that the President was out of his proper role when he started supervising instruction.

¹³² Report to the Board, October 19, 1950.

publicity, the enrollment continued to decline. This had been Caldwell's first big administrative job and he had had high hopes of what he could accomplish. "I cut my teeth on the problems of college administration," he wrote in a farewell letter to the alumnae, "with this grand group of men and women and with these wonderful girls, and with your encouragement and support all the way. . . . There is no doubt in my mind that I have learned a great deal. What I have contributed is doubtful. At least I gave the college my best effort, honestly and lovingly. In return I have the treasure of being able to remember five superb years fully lived."¹³³ And his friends believed it.

In the Spring of 1952, he accepted the presidency of the University of Arkansas.¹³⁴

FRANZ EDWARD LUND, 1952-1957

Knowing that Dr. Caldwell was leaving for Arkansas, the Board chose his successor before the end of the school year. On April 17, 1952, the Board interviewed Dr. Franz Edward Lund and elected him unanimously. He had been suggested as fitted for the office by both Dr. Caldwell and Dean Napier. On July 1, he became the sixth president, coming from Florence State College where he had been dean. He probably was the most cosmopolitan president Alabama College has had. The son of an Episcopal minister, he was born in Wuhu, China, where his parents were serving as missionaries. Back in America he attended Deveaux Academy in Niagara Falls, New York, Trinity College at the University of Toronto, and Washington and Lee University, Lexington, Virginia. At the last institution he earned both his bachelor and master's degrees, and then went to the University of Wisconsin for his Ph.D. degree. His field was European history. At Alabama College he, like most of his fellow presidents of other women's colleges, faced the serious problem of declining enrollment.¹³⁵

¹³³ *Alumnae Magazine*, July, 1952.

¹³⁴ There was little money for physical building in Dr. Caldwell's administration, but the swimming pool (later named the Margaret McCall Pool), and the college lake were built in the 1948-1952 period. Dr. Caldwell is now (1968) President of North Carolina State University.

¹³⁵ *Who's Who in America, 1964-1965*, p. 1241; *Birmingham News*, June 29, July 2, September 12, 1952; *Birmingham Post-Herald*, April 18, July 1, 1952; *Mobile Register*, April 14, 1952.

Two developments stand out in the five years that Dr. Lund was at Alabama College. One of these was the beginning of the graduate program and the other was coeducation. Since both of these were decided breaks with the past which set the college on a new course, it seems fitting to examine these two in some detail.

In the summer of 1955, Alabama College initiated a limited graduate program. At that time there were only two white institutions, The University and API, giving graduate degrees; and there was considerable sentiment in the State for a third institution to start giving a master's degree. Dr. M. L. Orr, Head of the Education Department and Director of Summer School, was the leading spirit in the movement to make Alabama College that school. As Dr. Orr said, Alabama College was better prepared to give graduate work than any school in the State except the University and Auburn. Alabama College had always ranked along with these two as major educational institutions and he did not want some other, less well prepared, college to preempt the field.¹³⁶

This was not the first time that the question of graduate work had been raised. As early as 1930, Dr. Carmichael foresaw the day, which he considered not far away, when the college would have to offer graduate work in home economics and some social sciences in the summer sessions.¹³⁷ In the intervening years, individual faculty members had talked now and then about the possibility of offering graduate work on the Montevallo campus but no one had taken the conversation very seriously. Alabama College, most faculty said, was designed as an undergraduate school and efforts should go into keeping it a first-rate undergraduate institution rather than in trying to expand it to a graduate school.

Any change in curriculum at Alabama College is first discussed at great length by the Committee of Instruction before it is submitted to the general faculty.¹³⁸ In the Fall of 1953, this committee held three meetings to study the proposal for graduate work in elementary education, which was the only field being considered at the

¹³⁶ Conversation with Dr. Orr.

¹³⁷ *Minutes*, IV, p. 244, May 12, 1930.

¹³⁸ This committee has been called by various titles. In 1968-1969, it is the Curriculum and Educational Policies Committee and, while this has not always been true, it is composed of all departmental chairmen. The Dean of the College is an *ex officio* member.

time.¹³⁹ To study the question further, the President appointed a special committee on Graduate Study. Dr. Charles Gormley was the Chairman. There were several questions this committee debated at great length: Was the library adequate for graduate work? Would the undergraduate program suffer if there should be a graduate program? What should be the standards of admission to the graduate division should there be one? What should the teaching load be for those professors carrying a majority of graduate courses? and others. In reporting to the faculty the Chairman said that the chief concern of the committee members was the quality of the program; they wanted to be certain that the college did not establish "a bargain basement where all who come may obtain a graduate degree."¹⁴⁰

In announcing the new graduate division, the bulletin stated:

As the college training of the average teacher in Alabama rapidly approaches four years, more and more school systems have tended to seek teachers with master's degrees. Taking account of this increasing demand for the graduate education of teachers, the Board of Trustees in October of 1953 approved the organization of a graduate division. Three months later the faculty reacted favorably to a detailed proposal for graduate instruction in elementary education; and the Trustees, on October 18, 1954, approved a specific program which had the endorsement of the administration and faculty.¹⁴¹

In a declaration of purpose this same bulletin stated:

The distinctive characteristics of this institution suggest a graduate program of carefully limited size and scope, in which a high standard is consistently maintained. These criteria have governed the initial organization of the program and they will continue to guide its development. . . . It is assumed that applicants for the master's degree ought to be potential masters of their craft.

¹³⁹ "Report of the Committee on Instruction to the General Faculty Concerning the Proposal to Inaugurate Graduate Work in Elementary Education at Alabama College." Mimeographed report with Minutes of the Faculty.

¹⁴⁰ Report on Special Committee on Graduate Study, December 10, 1953. Minutes of the Faculty. The Board had already approved graduate study if the college chose to introduce it; such a program, therefore, waited only for faculty action. This it took on February 4, 1954, but did not inaugurate the program until the Summer of 1955.

¹⁴¹ "Announcement of the Graduate Division," February, 1955.

To begin with, the college offered only work in elementary education, leading to one of two degrees, the Master of Education and the Master of Arts in Education, the latter requiring a thesis. Later the college approved the Master of Arts in Teaching which required more content than education courses. The Science Institutes brought to the campus many high school teachers who earned master's degrees. In the Summer of 1964, the college initiated a new program called American Studies for high school teachers of English and history.¹⁴² An occasional graduate class is offered in the late afternoon, but generally speaking, graduate work is confined to the summer session.

The newest development in the graduate program is a Master of Education in Administration which goes into effect in 1969. It requires 6-9 hours of content courses in a teaching field, but the other hours are in professional education.

In the Fall of 1956, Alabama College became coeducational. As one writer said, "Sixty years of women—and then men." For exactly sixty years it had been an institution for the training of women and as such had pioneered in home economics, social work, music, speech, and other fields of particular interest to women. It had established an enviable reputation as a quality school, well-known and respected not only in the southeast where most of its graduates lived but among educators throughout the nation. In fact, its reputation reached beyond the national boundaries. For many years, there were international students enrolled, some of whom because they had relatives or friends at Alabama College previously. Its graduates were holding responsible positions in many fields of human endeavor. But after 1939-1940, when the school had its peak enrollment as a college for women, conditions began to change, not in Alabama College but in outside influences. Women's colleges everywhere, especially the state-supported ones in the South, were faced with the same declining enrollment. As Dr. Harman observed in his report for 1940-1941 to the Board, "Competition among institutions for enrollment of students, always regrettably keen, may be expected to become keener, especially with respect to the enroll-

¹⁴² Dr. John B. Lott and Dr. James D. Thomas, Chairmen of the English and Social Science Departments, respectively, masterminded this program, hoping it would begin to do for the high school teachers in these fields what the Science Institute was doing for teachers of biology and chemistry.

ment of women students." He proved to be a better prophet than he lived to know. During the post-war years all the separate colleges for women experienced enrollment difficulties.¹⁴³

The competition for high school graduates in the State came not only from the University and Auburn, both of which were greatly expanding their course offerings and dormitory facilities to take care of women students, but also from the former teachers colleges, which were rapidly becoming four-year general colleges offering most of the courses that Alabama College had had for years. There were several alternatives to halt the declining enrollment; Alabama College chose coeducation.¹⁴⁴

Coeducation did not come suddenly, full-grown as from the head of Minerva in 1956. The idea had been around for some years, but few had taken it seriously. In fact, where there was a decided opinion on the subject it was clearly negative. In the March 13, 1935, *Alabamian*, there appears a simile of the impossible "as likely as Alabama College is of going coeducational."

The first widespread discussion of coeducation came in the early months of 1947. Soon after Governor James E. Folsom took office, the newspapers carried a story that he favored changing the status of Alabama College. The report was that he, apparently without consulting anyone connected with Alabama College, had suggested to the legislative interim committee on education that the college should be coeducational. When the account appeared in the papers, student interest was aroused to such an extent that a group of students made an appointment with the Governor "to see just why such a change should be made." Eleven students, led by Caroline Barfield, President of the Student Government, went to Montgomery on Saturday, February 8, and were cordially received in the drawing room of the Governor's mansion. In the discussion they had with the Governor there was a "lively exchange of opinions" in which both Mr. Folsom and the girls gave their views on the matter

¹⁴³ There were notable exceptions, but as Drs. Lund and Caldwell pointed out, they were in cities where they drew many local residents and where there was a corresponding school for men.

¹⁴⁴ See report of President Lund to the Board, October 1, 1955. It is a lengthy report of nineteen pages, giving statistics of enrollment, devices the college had tried and many, many other things. Dean Richard Powers, an economist, worked up much of the statistical material.

of education. Mr. Folsom, seemingly surprised that the girls had any objections to his proposal, suggested that they return to Montevallo, take a poll of student opinion, and report their findings. This they did. The vote was 77% against coeducation at Alabama College, 11.5% for coeducation, and 11.5% not voting. Editorially, the *Alabamian* said, "The students at Alabama College do not want coeducation on this campus." A summary of their arguments (and there were many) was their opposition to coeducation at Alabama College was not due to "any narrow feminist view, nor . . . motivated by a philosophy of basic competition with men." Rather, the students wanted to see "women trained for carrying a greater share of responsibility, cooperating with men for improving society."¹⁴⁵ Here the matter rested for the next few years; but in spite of opposition in the student body, there was discussion between the President and the Board of Trustees.

In his final report to the Board, President Caldwell wrote at length of the future of the school. Not only were Auburn, the University, and other colleges in the State presenting keen competition, but also there was a changed attitude toward education. The emphasis is on getting a degree, he said, rather than on the college which gives the degree. Alabama College has always offered a high quality educational experience which, he regretted, was not always fully appreciated.¹⁴⁶ His final recommendation was that, if no better solution for the declining enrollment was found in the next two or three years, the Board approve coeducation. In his opinion, there was a place for "a high-quality, tax-supported, coeducational liberal arts college with a modern curriculum" and Alabama needed one.¹⁴⁷

Discussion continued after Dr. Lund's arrival. According to his own statement, Dr. Lund was fully committed to women's education, but the realities of enrollment caused him and the Board to decide that coeducation was the only solution. Consequently, the Board approved the measure and, subsequent to the necessary legislation, authorized the school to open its doors to men.

Individual faculty members may have been consulted about the

¹⁴⁵ *Alabamian*, February 21, 1947; Minutes of the Business Meeting of the Alumni Association, February 22, 1947.

¹⁴⁶ Report, June 2, 1952.

¹⁴⁷ *Ibid.*

impending decision, but there was no open faculty discussion of it before the decision of the Board. The *Minutes* of the Faculty for October 13, 1955, has these paragraphs:

At this time Dr. Lund presented to the faculty the full facts regarding student enrollment at Alabama College. Despite the best efforts of the last three administrations and a full-time, hardworking person handling recruiting, the enrollment has declined year after year over the last fifteen years. This trend was very emphatically portrayed through the use of graphs and tables.

The crisis has come and the alternatives were outlined by President Lund. The most reasonable solution to the problem is to make Alabama College coeducational. From every indication there is reason to believe that if Alabama College became a coeducational institution that this change would receive prompt and enthusiastic support and that the college could then justify support on grounds of both merit and economy.

It was an emotion-filled hour. At the conclusion of Dr. Lund's talk, Dr. Hallie Farmer, who had done more for the cause of women in the State than anyone else present, moved that "this faculty go on record pledging full support to President Lund in any plans upon which he and the Board of Trustees mutually agreed for Alabama College to become a coeducational, liberal arts college." The motion was seconded by Dr. Eva Golson of the English Department, and passed unanimously. The faculty left the room in a hushed silence knowing that this was the end of one era and the beginning of another.

The Alumnae Association approved the move with Mrs. Willilee Trumbauer, Class of 1925, making the motion.¹⁴⁸ Backed by the faculty, the alumnae and eventually the student body, the Legislature passed a bill on January 17, 1956, enabling Alabama College to admit qualified male students, and confer appropriate degrees upon them at the satisfactory completion of the required course of study. The college thus opened its sixty-first session as a coeducational liberal arts college and "passed another milestone in its historical development."

Many needs, no one knew to begin with how many, attended the new era. One of the most pressing was housing for men students. The first year men lived in the west wing of Main Hall which was

¹⁴⁸ *Montgomery Advertiser*, November 12, 1955.

properly sealed off from the rest of the building. This was relatively easy because there was only one door on each floor opening into the rest of the building. This arrangement was temporary; before the beginning of the school year the college began the erection of a residence hall facing Main Hall that was finished and ready for occupancy by April, 1957. It was built with money from the sale of college bonds. It cost approximately \$630,000.00. In many respects, it was the finest residence hall yet erected on campus; it was air conditioned throughout, it had ample recreation rooms, and it had adequate living quarters for the house director and his family.¹⁴⁹

By action of the Board of Trustees and the Legislature, the building was named Thomas Hewell Napier Hall for the Dean of the College from 1926 to 1952. At appropriate dedicatory exercises on Founder's Day, October 12, 1956, Dr. Howard M. Phillips said in part, "... I dedicate it [this hall] as a perpetual memorial to Thomas Hewell Napier, effective teacher, outstanding administrator, Dean of the College for twenty-six years. . . ." After paying tribute to Mr. Napier as an inspiration to students, an elder-statesman, businessman and churchman, he closed with these words, "We also dedicate Thomas Hewell Napier Hall to happy, gracious, and profitable living for students who come to Alabama College in quest of the noble objectives and ingredients of higher education."¹⁵⁰ A reception, honoring Dr. and Mrs. Napier followed in the recreation room. It was a cold raw day and everyone appreciated the warmth and comfort of the new building.¹⁵¹

In June, 1957, Dr. Lund resigned to accept the presidency of

¹⁴⁹ At this writing, Mr. and Mrs. E. P. Hood have been the only house directors the building has had. Mr. Hood formerly taught chemistry at Alabama College and Mrs. Hood is the manager of the supply store.

¹⁵⁰ Founder's Day Program, Saturday, October 12, 1957. A long-time friend of the Napiers, Dr. H. L. Donovan, President Emeritus, University of Kentucky, gave the address at the eleven o'clock Founder's Day ceremonies. The dedication of the building, with the exercises on a specially constructed platform in front of the hall, took place at 2:30. Dr. Alfred L. Crabbe of Peabody College was scheduled to make the address there, but he was unable to attend because of illness of his wife. Instead, Mr. W. J. Kennerly of the Chemistry Department read Mr. Crabbe's message. The text of all the addresses and tributes are printed in the program for the day.

¹⁵¹ See also *Birmingham News*, October 7, 1957; *Birmingham Post-Herald*, October 15, 1957. Dr. Lund remained at Kenyon until his retirement in 1968.

Kenyon College, Gambier, Ohio, an Episcopal college for men. His leaving was "a severe loss to higher education in the state." He did great service to Alabama College in making the once all-girl school into a coeducational institution thus "greatly broadening its opportunities for usefulness." ¹⁵²

HOWARD MITCHELL PHILLIPS, 1957-1963

Upon the resignation of Dr. Lund, the Board of Trustees elected Howard Mitchell Phillips as President. He remained with the college six years, leaving June 1, 1963, to become President of Birmingham-Southern College. Dr. Phillips is the only scientist who has headed Alabama College in its more than seventy years. By birth he was a North Carolinian. His degrees were from Wake Forest College (B.S., M.A., and Sc.D.) and the University of Virginia (Ph.D.). Except for assistantships in graduate school, all of his teaching and administrative experience had been at Emory University, Atlanta, Georgia. Going there in 1938 as an instructor in biology, he rose steadily to become Chairman of the Department of Biology (1948) and Dean of Graduate School (1952). Like his predecessor, Dr. Lund, he was Phi Beta Kappa. He held membership in many honor societies; the list of national and regional scientific committees and councils of which he was an active member is very long. He was a member of the steering committee of many of them. He was especially interested in the National Science Foundation and science education projects. Before he came to Montevallo, the advance information coming from acquaintances and former students was that he was a sound scholar and excellent classroom teacher. Nelson Fuller, Chairman of the Board said of him, "Howard Phillips has an enviable national reputation and is a man of outstanding abilities." ¹⁵³

Among the accomplishments and events in Dr. Phillips's administration are: the increase in enrollment, the completion of the co-educational process, the increase in faculty salaries, the enlarge-

¹⁵² *Birmingham News*, June 27, 1957; *Birmingham Post-Herald*, June 27, 1957; *Selma Times*, June 26, 1957.

¹⁵³ *Birmingham News*, August 5, 1957. Mimeographed information from Public Relations Office; *Birmingham News*, August 5, 1957, September 8, 1957; *Selma Times*, August 9, 1957; *Birmingham Post-Herald*, August 8, 1957; *American Men of Science* (Jacques Cattell Press, Tempe, Arizona), Tenth edition, V, 3172.

ment of the physical plant, and the self-study that preceded the visit from the Southern Association of Colleges and Schools.

When Dr. Phillips assumed the presidency, the enrollment for the past year was the lowest in the history of the college; by the end of his term, it was three times what it had been in 1956-1957. Co-education was making only a beginning; by 1963 more than forty percent of the students were men. Soon after Dr. Phillips's arrival, he appointed Dr. John B. Walters, Head of the Social Science Department, acting Dean of Men. When Dr. Walters became Dean of the College, the college employed James R. Wilkinson as the full-time Dean of Men. Thanks to appropriations earmarked for salaries, Dr. Phillips was able to raise the pay scale for all faculty.

Of the changes in the physical plant, parking lots (eight of them) are the most obvious. Until students were permitted to have cars, parking was no great problem. Faculty and the relatively small number of commuters could always find space without much difficulty. With the arrival of men students, even with the space behind Napier Hall, there was congestion. The lots were constructed by the State Highway Department at no expense to the college. No one thinks that parking lots are things of beauty, but all will agree that they are conveniences. Most of them are placed so that they mar the traditional beauty of the campus as little as possible.

The largest structure of the Phillips's years is the New Men's Residence, later Fuller Hall, west of the laundry and power house. Built on essentially the same plan as Napier Hall, it has less recreational space, but more rooms. Other physical improvements were: the new water tank and the conversion of the Tower into student offices; an operations building, the rebuilding and renovating of several old buildings; the changes in the kitchen and dining room to provide cafeteria service; and the complete reworking of the electric and heating systems of the whole school plant.

One of the most exhaustive self-studies the college has undergone was the one in 1958-1960 made in preparation for a visit of a team representing the Southern Association of Colleges and Schools.¹⁵⁴

¹⁵⁴ This was part of a systematic recheck of all member schools. Alabama College happened to be the first place they visited in the State and there was considerable interest in the other member schools as to methods of evaluation which the committee used here.

Every member of the faculty was on at least one committee of this self-study and many served on several. Dr. Charles L. Gormley of the Education Department was responsible for the final drafting of the report.¹⁵⁵

The visiting committee, composed of Moreb Mossman, Leon Sensabaugh, Robert C. Tucker, and Edwin R. Walker, Chairman, spent November 13-16, 1960, on campus. There was a faculty dinner on Sunday evening and frequent interviews with key faculty and students in the days following. When the Committee made its report to the Association, it pointed out areas for improvement, but generally it gave the college a good report. The concluding statement is "The College as a whole is to be congratulated upon its present achievements. In the judgment of the committee it offers unusual promise for the future."¹⁵⁶

In keeping with his motto "Companions in zealous learning with a defiant intolerance for mediocrity," Dr. Phillips initiated three programs that he hoped would raise the educational atmosphere. One was that the college in 1959 began requiring all freshmen to take the American College Tests and adopted a cut-off point that indicated ability to do college work. A second was an Honors Program which the college initiated in the Fall of 1959 "to provide for the superior student intellectual opportunities for study and research not available in the regular curriculum."¹⁵⁷ The third, also begun in 1959, is a European summer seminar under which Alabama College students study abroad for a period of some seven or eight weeks. With the cooperation of the Netherlands Office for Foreign Student Relations, the students follow a course of studies with lectures and tours in several western European countries. Groups of students went on the Seminar in 1959, 1961, and 1963.

After Dr. Phillips had announced his decision to go to Birmingham-Southern College, the Board of Trustees elected Dr. Delos P. Culp President of Alabama College. Dr. Culp, who had been President

¹⁵⁵ This report was put out in a mimeographed booklet, "Self Study and Evaluation, 1958-1960," Montevallo, Alabama, November, 1960.

¹⁵⁶ "Report of the Visiting Committee on a Self-Study of Alabama College and a Visit to the College, November 13-16, 1960." Mimeographed report, President's Office.

¹⁵⁷ Catalog, 1964-65, p. 117.

of Livingston State College for nine years, became Alabama College's ninth president on June 1, 1963.

DELOS POE CULP, 1963-1968

Dr. Phillips had announced his resignation in the fall of 1962, but he would not go to his new position until June 1, 1963. In the spring, in the midst of even more rumor than usually accompanies a change in administrations, the Board of Trustees elected Dr. Delos P. Culp. Dr. Culp was well-known in the state. The general public knew of the material progress and academic advancement he had brought to Livingston State College in the nine years he had been president there. A few on the faculty could remember when he was County Superintendent of Education in his native Chilton County. Others knew him when he had been in the State Department of Education as supervisor of public school transportation and assistant director of the Division of Administration and Finance. Still others recalled the able report he made to the Montevallo AAUP Chapter about his experiences as a member of a team that made a study for the Philippine School Bureau in 1959-1960.¹⁵⁸

It was not long after his arrival that faculty, students, and townspeople rallied to his support. The Chamber of Commerce gave a public dinner in his honor. Students and faculty found him approachable and sympathetic, and they appreciated the fact that when they took a problem to him they always received an answer. As one professor observed, the answer might be "no," but the matter was settled without delay.

He had high regard for achievement and was prompt in sending notes of congratulations, acknowledging publications, appointments, and other honors. He had a deep-seated interest in people; they found him to be fair and honest. One of his co-workers, in searching for a word to describe him, believed that his outstanding characteristic was integrity. Essentially a serious person who often prefaced a gloomy opinion with the prediction that "things will get worse before they get better," he had hopes that problems could be solved, not as we liked, he would say, but in "a manner

¹⁵⁸ Dr. Culp, a native of Chilton County, had attended Jacksonville State College and Alabama Polytechnic Institute where he completed both his B.S. and M.A. degrees. His Ed. D. (1940) was from Columbia University. *Who's Who in South and Southwest*, 1967-1968 (Chicago, 1968), p. 225; *Alabamian*, October 10, 1963.

that we can live with." He has a dry wit and considerable ability to use anecdotes as illustrations.¹⁵⁹

The students soon learned that he was their friend. Believing, as he told his colleagues, that his door should never be closed to students, he listened to them as individuals and in groups. If at times he went beyond the wishes of the faculty in dealing leniently with students in academic difficulty, he was following a firm belief that opportunity must not be denied anyone and that no student should have doors irrevocably closed to him.

Convinced that there was always room for improvement, he often urged the faculty to concentrate on good teaching in the classroom. In fact, he spoke of it so often that some instructors became sensitive to his admonitions, sensing in them an implied criticism of the work they were doing.

Not long after Dr. Culp's arrival one member of the faculty observed that no president in his memory knew more about college finance and the total workings of the institution than he did. And at the end of Dr. Culp's term he could have added that few presidents had given as much attention to details in every department as he had.

But Dr. Culp found time to do things beyond the walls of Palmer Hall. He had a deep appreciation of the arts and attended plays and musicals whenever he was in Montevallo. Since his days of working with public schools, he had been interested in school transportation and he continued to work with the National Committee on Safety Education. In fact, he has written what is probably the definitive work on school buses, *Administrator's Handbook of School Transportation*. A sincere but unobtrusive tee-totler, he served as president of the Alabama Temperance Alliance. An active church member, he served on the Board of Advisors of the Methodist Children's Home and held other layman's positions in the denomination. The Culp family made a place for themselves in the Montevallo Methodist Church where Mrs. Culp taught a class of children.

Mrs. Culp also had many interests. An avid gardener, she was a

¹⁵⁹ He followed the practice of rewarding faculty members with a decided salary increase when they completed their doctorates. Dr. Culp was acutely aware of the importance of holding a well-trained faculty, and whenever the college received any funds not earmarked he put the money into salaries.

day-lily fancier, developing new varieties she named for friends whom she wished to honor. Under her care Flowerhill bloomed as it had not done since Mrs. A. F. Harman left it in 1947. Active in the affairs involving her young sons, Jim and John, she was a den mother for a cub scout troop. She served the local DAR chapter as regent and other clubs and organizations as an active member. She was generous with the hospitality of the president's home and entertained many groups easily and informally and yet found time to paint and work at needlepoint. Often she gave a day a week to volunteer work at the Children's Hospital in Birmingham. A faculty committee trying to formulate appropriate resolutions at the time of their departure for East Tennessee University, said that Dr. Culp and his family had "graced the local community and have become involved in and committed to many projects for its welfare."¹⁶⁰

Dr. Culp was of the opinion that Alabama College did not have the public support it merited. With the goal to provide a plant that would meet the growing needs of the college, he set out on what resulted in the largest building program in the institution's history. With a slight increase in state funds and several loans and grants from the Federal government he had more money than any previous administrator of the College. With these funds he made a remarkable number of improvements. Six major new buildings and extensive renovation to others lead the list.

The gymnasium (later named Myrick Hall for Miss Geneva Myrick) was completed before Dr. Phillips left but it was formally opened at the beginning of the basketball season in 1964. The first home game was with John Marshall University of Atlanta on December 5. Governor George C. Wallace visited the campus during the afternoon and at the barbecue supper, and spoke at the pre-game festivities.¹⁶¹

Even before the official opening of the gymnasium, ground was broken for the new student union building. After the first convocation in 1964, Dr. Culp, members of the Board of Trustees, and local civil officials turned the first spadeful of earth in a plot between Comer Hall and the gymnasium. It was completed at a cost of \$490,-

¹⁶⁰ The full text of the resolutions is in the Faculty minutes.

¹⁶¹ *Alabamian*, November 18, 1964; December 18, 1964; *Minutes of the Board*, VI, 107 (December 18, 1963); *Birmingham News*, March 13, 1964.

The total cost of Myrick Hall was \$305,760.56 for the building itself and \$27,760.40 for equipment and seating, Annual Report, 1964-1965.

000 and was ready for occupancy in the fall of 1965. Dr. Richard Powers, former dean at Alabama College, spoke. Although the building was officially named Hallie Farmer Hall and dedicated with appropriate ceremonies in which Miss Josephine Eddy, professor of home economics emeritus, and Miss Nina Miglione, City Council member from Birmingham, participated, it is popularly known to the students as the SUB. The SUB houses facilities for most extra curricular phases of the students' lives: the book store, the post office, a snack bar, bowling alley, pool room, offices for student government officers, a lounge, and an audio-visual room which seats approximately one hundred. Furnishing so many facilities as it does in air-conditioned comfort, it is an understandably popular center of activity.¹⁶²

May 6, 1969, was an important day in the history and development of Alabama College. Officially it was Honors Day—Parents Day with an academic procession and awards and presentations to students who had achieved special scholastic distinctions. But it was more than that. It was the culmination of a building program that had begun some years before under President D. P. Culp. It was fitting that the speaker of the day was Dr. Culp himself, who came back from University of East Tennessee for the occasion. He not only had done much to promote academic opportunity at Alabama College but also he had arranged the loans and grants and had piloted the construction of the three buildings that were dedicated that day: Carmichael Hall (the library), Harman Hall (the science building), and the Elizabeth Baldwin Hill Hall (the home economics home management laboratory). Each one of these buildings had been in use for some months but the dedicatory services had been postponed until this date.

Of the three, Carmichael Hall was the first dedicated. Mr. W. J. Kennerly, professor of chemistry emeritus, gave the dedicatory address. Dr. O. C. Carmichael, Jr., spoke of the happiness that his father, mother, brother, and he himself had enjoyed during those twelve years in Montevallo. His younger son, Clark, unveiled the bronze plaque.¹⁶³

Mr. Robert B. Somers, Director of Libraries since 1963, described

¹⁶² *Minutes*, VI, 106; *Alabamian*, September 22, 1964, October 21, 1965; *Birmingham News*, September 19, 1964.

¹⁶³ The printed programs for all these dedications are filed in the Library.

the services and facilities the new library was now able to render. He said in brief what he had written in the spring of 1968 when the library was opened for use:

Over five times larger than the old library, the new library incorporates many easily perceived advantages over the old: excellent lighting, acoustical treatment (wall-to-wall carpeting and acoustical tile ceiling), a variety of comfortable and varied seating and study desks, more easily accessible book and magazine shelving, a larger circulation desk, much use of color (the carpeting and lounge chairs). Needless to say, with all of this increased space the new library will seat many more students (850 including the 150 seat auditorium), and will shelve many more books (280,000).

The top, or second floor, and the bottom, or ground floor, together house all of the circulating book collection. The one hundreds through 600's, including foreign language books, are on the top floor. On the ground floor are the 700's through 900's, including fiction and biography. In addition most of the study seating is on these two floors. This seating has been deliberately placed on all sides of the shelving, so as to offer optimum accessibility to the books. Also on the ground floor both the delta book collection and auditorium are to be found.

The main, or first, floor has been reserved for services, miscellaneous collections, and offices. Upon entering one first sees, to the left, the lounge-browsing area. Farther to the left are the rest rooms. Along the left side are the reference books, with two seminar rooms and four group study rooms (for use by faculty and students). In the front center are the card catalogs, and card catalog tables. And, behind the catalogs, are all of the bound periodicals (formerly split between two locations). On the right, upon entering, is the circulation desk area, with the current periodical area occupying all of the space beyond. Behind the wall at the rear of the circulation desk area are the cataloging room and the periodical workroom and storage area. The administrative offices are off the aisle just before the circulation desk area.¹⁶⁴

That weekend in February, when the whole contents of the old library were moved to Carmichael Hall, was a remarkable three and a half days.

After moving Friday afternoon, all day Saturday, and Sunday afternoon, part of the circulating 900's, the bound periodicals, the reference books, and the delta books on the fourth floor remained to be moved. Actually this represented the hardest part of the overall collection. To facilitate moving this, Dean Walters sent runners out to all classes Monday morning with the announcement that

¹⁶⁴ *Alabamian*, February 22, 1968.

any students who might like to help could be excused. The response was overwhelming. Over 857 students, plus assorted faculty members, completed the move, with the last book being in place at 5:50 p.m.

We doubt that we will ever forget the long lines that formed while waiting to move up the stairs to the pamphlet room, the bound periodical room, and those (necessarily) few who moved the delta books.¹⁶⁵

Harman Hall, the new science building, was opened for full use in September, 1968. It houses biology, chemistry, geology, mathematics, and physics classrooms and laboratories. Among the permanent exhibits is the largest geode known to exist. At the dedication service, Dr. D.R. McMillan, Dr. Henry Turner, and Dr. Aris Merijanlian spoke of the building; Dr. Harman's son, Arthur Fort Harman, Jr., accepted the dedication and young Arthur Fort Harman, IV, unveiled the portrait of Dr. Harman.

Hill Hall is named for Elizabeth Baldwin Hill, long a member of the Board of Trustees. As to the purpose of the new laboratory, the program for the dedication stated,

The Director and students enrolled in the Home Management Laboratory course reside in the Laboratory. The course provides opportunities for applying learning to decision making and to managerial aspects of homemaking. Emphasis is placed upon relations.

In addition to serving as a home management residence, Hill Hall has numerous other functions in the Home Economics curriculum. Both the Home Management and the Household Equipment courses are taught in the building. The Laboratory also serves as a demonstration center for other Home Economics courses such as Housing, Home Furnishings, and Family Relationships. High school Home Economics classes often visit the laboratory on field trips. Other activities of the Department of Home Economics, such as club meetings and social occasions, are centered in this building.

But there were many changes that were not obvious or obtrusive, but which modernized the plant, improved services, or cleared up ambiguities. Dr. Culp was instrumental in getting major repairs to several buildings (Main Hall being one of them), in laying about a mile of new paved walks, in installing a central telephone

¹⁶⁵ *Ibid.*

switchboard for the campus, in contracting with Slater Food Services to take over the cafeteria, in clarifying sickleave policies, in extending to all employees of the college, not covered by the Teacher Retirement System, Employees Retirement benefits, and many, many others.¹⁶⁶

Dr. Culp, who often worked almost single handed on projects to obtain grants, was able to get \$90,000 from the National Teaching Fellowships Program which enabled twelve members of the faculty to have a year (1967-1968) of graduate study and yet be paid their full salary.¹⁶⁷

During the Culp years Alabama College won more than regional recognition when Katy Sue Meredith was chosen as the National Maid of Cotton, and when the Circle K (junior division of the Kiwanis Club) organized the student body for a blood drive for the armed forces. Alabama College was the first college to hold such a drive. Similar ones were later introduced on several other campuses. The drive has become an annual fall event. Senator John Sparkman was the speaker for the first one in 1965.

At a called meeting of the Faculty on the afternoon of November 8, 1967, Dr. Culp announced that he was resigning to become president of the East Tennessee University at Johnson City, effective February 1. It had been, he assured everyone, a most difficult decision to make. On a later visit to Montevallo he spoke of the trauma the decision to leave Alabama had on the children. As they drove down the lane from Flowerhill, John, the younger of the two boys, said in a quavering voice, "Good bye, God, we are going to Tennessee."

KERMIT ALONZO JOHNSON, 1968-

For Dr. Culp's successor the Board of Trustees elected Dr. Kermit Johnson, Superintendent of Education in Jefferson County. The

¹⁶⁶ *Minutes*, VI, 104; Annual Report 1965-1966. Slater Food Services began operating in September, 1964. Annual Report, 1963-1964.

The Board authorized Dr. Culp to sign an Assurance of Compliance with the Civil Rights Act of 1964. *Minutes*, VI, 176 (January 23, 1965). Dr. Culp prepared a list of "Improvements on the Campus of Alabama College During the Past Three Years" for the Board which lists forty major items. A time-honored institution yielded to a changing world. The laundry was discontinued but washers and dryers were installed in the dormitories.

¹⁶⁷ *Minutes*, VI, 253 (May 3, 1967).

Board of Education would not release him from his duties there until they had found a replacement so for a period of two months the new president held both positions and commuted between two offices.

Dr. Johnson, like Dr. Harman and Dr. Culp, is a public school man. He says that he has held almost every conceivable position in the public schools: classroom teacher, high school principal, and county superintendent. In 1963-1964 he was president of the Alabama Education Association. His B.S. and M.A. degrees are from the University of Alabama and his Ed.D. from Teachers College, Columbia University.¹⁶⁸

On March 25, 1969, the College formally inaugurated Dr. Johnson. The festivities for the occasion began with an inaugural ball on Monday, March 24. This was the first inaugural ball in the history of the college and gave to the students a direct part in inaugural events, and they were more than "mere viewers of the events as they happen."

After a concert by the Music Department, the actual inaugural ceremonies began at eleven o'clock with an academic procession including about two hundred representatives from colleges and universities, learned societies, civic organizations, state and local government, and faculty. Dr. Andrew D. Holt, president of the University of Tennessee, was the principal speaker. "Sounding more like Jim Nabors or Andy Griffith than a college president" one reporter said, Dr. Holt made a humorous address entitled "The Care and Feeding of a New College President" in which he dealt with the principles of a successful college administration, stressing the roles that students, faculty, alumni, and trustees play in it.

A luncheon for invited guests and a reception in Main Hall completed the day's activities.¹⁶⁹

Work on the physical plant continues. When the library moved into Carmichael Hall in February, 1968, the College began immediately to remodel and modernize Wills Hall for the Education De-

¹⁶⁸ *Who's Who in Education* (1965-1966), XXII, p. 775; *Birmingham News*, March 23, 24, 25, 1969; *Post-Herald*, March 29, 1969. Mrs. Johnson, the former Golda Watson, is also in the field of education and taught in the Mountain Brook school system before the family moved to Montevallo. The Johnsons have one daughter, Judith Kay.

¹⁶⁹ Programs for the day are filed in the Library.

partment. Work on it was completed in time for the new occupants to move in in January, 1969. Air conditioned, completely carpeted, serviced by an elevator, equipped with best possible lighting, and furnished with colorful equipment, it is now a two-story classroom and office building. The architects were able to retain much of the interior beauty, combining the modern and traditional. Bloch Hall, the first classroom building erected by the school, was completely renovated for the Home Economics and Art Departments. As soon as classes can be moved to Bloch, similar work will begin on Comer Hall. When Comer is remodeled and the two dormitories now under construction completed, the physical plant will be in better condition to serve the needs of the institution than ever before in its history.

Thus far, the most surprising event of the Johnson administration has been the decision of the Board to ask the Legislature to change Alabama College to the University of Montevallo. Although the Board had discussed the possibility of the change as early as July 23, the faculty and students were largely unaware that any such action was anticipated and the announcement made by Governor Albert Brewer at the luncheon on Governor's Day (November 5) caught almost all by surprise. When asked the reasons behind the decision, Dr. Johnson issued the following statement to the faculty and students. The Board took this action, he said, because

1. Universities appear to have more success in obtaining federal grants. Some institutions reported that after changing from college to university status they were able to obtain federal funds that had been withheld in the past.
2. Most of the people with whom they talked felt that if the institution held university status there would be an advantage in seeking state appropriations.
3. It appears that it would help in the recruitment of outstanding students, since many parents and their sons and daughters, who are high school seniors, feel there is some prestige in attending a university. Those institutions who have changed from college to university status report a substantial increase in enrollment following the change.
4. All of the institutions in Alabama, with whom Alabama College is compared, hold university status: Auburn, University

of Alabama, University of South Alabama, Jacksonville, Florence, Troy, and Livingston are now universities. The only senior state supported colleges left are Alabama College, Alabama A. & M, and Alabama State. Thirteen new state-supported institutions are named Junior Colleges. One or more of them may, in the near future, wish to drop the word Junior and become colleges.

5. Some institutions report that in recruiting new faculty members it is easier to bring persons from other parts of the country with university status. Most reports on salaries indicate that university faculties receive slightly higher pay than college faculties.¹⁷⁰

During the special session of the Legislature the bill, introduced by Representative Tom Stubbs from Shelby County, passed and went to Governor Brewer on May 5 for signing. On September 1, 1969, the institution begins a new era as The University of Montevallo.

It seems appropriate to close a chapter devoted chiefly to the activities of the presidents of Alabama College with the thoughts of one of them on the role of the president. It is the duty of the chief executive of the college, Dr. A. F. Harman said to the faculty, to try to set the pace for the year; to stand for that which is right, "as God gives it to him to see what is right;" to speak words of praise or encouragement, but likewise to speak words of warning as they might seem to be necessary; to "preach the gospel of the open mind;" to put the student at the center of things; to try to describe and define the objectives of the college. To these ends, he must subordinate personal convictions and possible selfish motives, and above all, he must have unreserved loyalty to the college.¹⁷¹

¹⁷⁰ *Alabamian*, November 14, 1968.

¹⁷¹ Harman, Notes, September 7, 1946.

V

A Changing Curriculum

The heart of Alabama College is its program of studies, its curriculum. The college has never engaged in many of the activities that make popular headlines, nor has offered many "frills and furbelows." Throughout its history, it has provided both the courses and the setting for a sound education. It is this feature that has attracted students to the college.

"As institutions serve, they change," President Harman reminded the faculty and staff at the first faculty meeting of the year, 1943. This is probably as true in the curriculum of a school as in any phase of life, and is especially noteworthy at Montevallo. The change in name from "Alabama Girls Industrial School" in 1911 to "Alabama

Girls Technical Institute" to which was added "and College for Women" in 1919 to "Alabama College, State College for Women" in September, 1923, "Alabama College" in January, 1956, and finally University of Montevallo in 1969, is proof enough that the institution has changed. It would seem that there has been a complete about face in its purpose and constituents, but these did not come suddenly. It is the purpose of this chapter to examine and to relate some of the curricula, to describe some of the fields in which Alabama College has pioneered, and to show what Alabama College had to offer its hundreds of students throughout the years who received a good portion of their education on its campus.

President Harman once wrote:

Any statement of philosophy which shall be used as a basis for planning the work or for stating the objectives of Alabama College must stem from the recognized purpose for which the college was established as set forth in its charter, and from the services over and above the provisions of its charter, that the college has assumed for rendering to the women of the state.¹

The purpose has been clearly set forth each time the charter was changed. Section Six of the act establishing A.G.I.S. defined it in these words: "... the Board of Trustees shall possess all the power necessary and proper [for] . . . the establishment and maintenance of a first-class industrial school for the education of white girls in the State of Alabama in industrial and scientific branches. . . ." ² The act of January 20, 1911, changing the name said of the purpose of the A.G.T.I. "the school is established for the purpose of giving therein instruction in the liberal arts and sciences (for which nine departments were created) and the following industrial departments are established (nine of which are named).³ The legal purpose of Alabama College was "for the purpose of giving therein instruction in the liberal arts and sciences and in technical subjects suitable for women. . . ." ⁴ As a state college of liberal arts, it "endeavors to give students a well-rounded general education which will enable them to understand and appreciate the background of our civilization

¹ Memorandum from A. F. Harman to M. L. Orr, January 10, 1944.

² Quoted in *Prospectus*, 1896-1897, pp. 3-4.

³ Catalog, 1915-1916, p. 7.

⁴ Quoted in Catalog, 1931-1932, p. 13.

and to predict the future in terms of that background and the present. In addition, the college offers such special preparation as may be needed to prepare the student for a business or professional career. In doing this, the first two years for all students are devoted primarily to the broad basic courses in the liberal arts and sciences. The last two years emphasize the student's major interests, in preparation for the profession or business he desires to follow, along with some further work in the arts and sciences. Alabama continues to uphold and strengthen high standards of scholarship as it has done in the past.⁵

It must be borne in mind that Alabama College, as Dr. Harman was fond of saying, is "an arm of the state," a creature of the state, established and maintained by taxes paid by the people of the state. Therefore, "a decent respect for its creator and for the opinions of those upon whom it depends for its existence will always be maintained by the college." President Harman might have added that the authorities of the college should and would attempt to meet the needs as well as the wants of its constituents.

In terms of its charters and later developments, Alabama College has had to play a dual role. These roles or services have been called by different names—"industrial and academic," "practical and theoretic," "training and education," "vocational and liberal arts"—but whatever the term, there have always been two directions or purposes. At times, the curriculum has leaned more heavily toward one than the other, but the school has never provided one service to the exclusion of the other. There has always been the effort to integrate, accommodate, and blend the two phases of the school, even from the beginning. That the process has been on the whole successful is due in large part to the type of presidents that the school has had. Alabama College has been fortunate in having men of cultural background and educational vision who, while maintaining the industrial and technical program, did not neglect the literary, artistic, and cultural.

This is not to say, however, that reconciling the two sides of this dichotomy has been easy or entirely satisfactory to all. Captain Reynolds, in getting the school underway, seems to have given more thought to the physical plant and promotion of the school throughout the State than to the course offerings, but even he found it neces-

⁵ Catalog, 1964-1965, p. 9.

sary to make concessions in curriculum. The emphasis on industrials and technical subjects was so heavy in the beginning that the Board made no provision for foreign language instruction. There was demand for Latin classes, however, and during the first year three of the teachers, Miss Kennedy, Mr. Simmons, and Miss Haley, each taught a class in addition to their regular assignments. These classes met in late afternoon or early evening. The second catalog carries an announcement of a "Department of Pedagogy and Latin" under the direction of Miss Elizabeth Haley.

Dr. Peterson, who was a classical scholar with no training in or experience with industrial subjects, must have found his task difficult at times. Yet he did his best to promote the school in the direction indicated by the founders. "It has been my effort," he reported to the Board of Trustees in 1904, "to magnify the work of the industrial departments and to correlate the literary and industrial features. We aim to prepare girls for entrance into college; to fit women for teaching; to qualify those who are entering upon industrial pursuits to read intelligently, spell correctly, study sentence structure, and ground them in elements of mathematics as well as to give them the knowledge of some industry whereby they may earn a living or bless a home." ⁶ Dr. Palmer observed that while the school was designed to give technical education, yet its charter provided for the "general training and culture of our young women." At the school, "we cannot have the best technical training without good academic work and vice versa. . . . The proper correlation of theoretical cultural subjects with practical technical work produces the best trained boys and girls for any walk of life." The faculty at Montevallo had built up their courses with this in mind and, judging from the performance of their graduates, they had done their work well.⁷ Dr. Palmer may have been proud of the young women the school was graduating, and the demand for them certainly proved their worth, yet he found the dual nature of his school vexing at times as it moved nearer the status of a four year, degree-granting college.

President Carmichael often recommended changes that would bring "our offerings in line with our purpose." Dr. Harman, in an annual report to the Board, observed that the curricula of the col-

⁶ *Minutes*, II, p. 150, May 16, 1904.

⁷ *Minutes*, III, p. 14, May 13, 1910.

lege as listed in the catalog "constitute two rather definite forms of instruction: attempt is made to balance the opportunities for the individual student between the liberal arts ideal and the training of the students who, upon graduation, may immediately enter into occupations of a productive nature."⁸ While some people, even educators, would make a distinction between education and training, the college "avowedly undertakes to do both." Drs. Caldwell and Lund, with their interest in change, faced the same problem. In speaking of curriculum revision, President Phillips in 1960 recognized these divergent views. Curriculum revision, he observed in the report to the Board, often fails either to attain success, or the plans for it are "stillborn at the outset," as the result of the "engrained phobias" that develop among faculty members, especially department chairmen, with the respect to the loss of any single hour of a required subject by an individual department. "If these lines of battle are not sufficient to provide the kiss of death to a good undergraduate program in the planning stage," he added, "two additional barriers rear their 'ugly heads': the vociferous block that insists that any good undergraduate program should demand at least ninety percent of the program be assigned to a special field," and "only slightly less vocal" is the group that insists on a "finished product" at the bachelor's level, forgetting the possibility of further training. Furthermore, there are always those who see college as "completely pre-professional or professionally oriented."⁹

It seems both tedious and unnecessary to survey the whole curricular history of Alabama College. Anyone interested in the total picture may find it in a complete set of school bulletins. The one undisputable fact about the course offerings is that they have been, and still are, in a constant state of change. There have been extensive and thorough self-studies and conferences on curriculum—the ones of 1914-1915, 1922-1923, 1931-1932, 1948, 1956, and 1958-1960 (the last as a part of the preparation for a routine reevaluation by the Southern Association of Colleges and Schools)—come readily to mind. In fact, apparently each president has conducted at least one such study. But as controversial or spectacular and time consuming as these studies and revisions have been, they have accom-

⁸ Annual Report, October, 1944.

⁹ Report of the President, 1959-1960.

plished less in making changes than the regular faculty and committee meetings. Even the most casual reading of minutes of faculty meetings will show that the curriculum of the school has been kept under constant scrutiny. Rare indeed is the faculty meeting that does not produce a proposal, a discussion or a decision of a course or a policy. The faculty committee on curriculum revision (whatever the nomenclature) regularly spends endless hours in weekly or monthly meetings studying proposals that come to it before the measures are submitted to the faculty. The proposals reflect popular trends in education throughout the country. Around 1930, for example, when the Chicago University General Education plan was popular, there was a successful movement to revise the curriculum of the first two years. "Five hour history" (freshman history 101-102) which included cultural subjects like art, music, literature, and religion in addition to political history was an attempt (probably the most successful on Alabama College campus) to cut across departmental lines and to give freshmen a foundation in many fields of knowledge on which to build during the remainder of the college years.

Curriculum changes often became merely curriculum additions. The resulting proliferation of courses gave Deans Richard Powers and John B. Walters some concern and both of them made studies to show possible overlapping. To point up the seriousness of the growing number of offerings, Dean Powers presented the results of a study he had made. In 1940, he said, 689 semester hours would have satisfied all the majors then offered. Sixteen years later, 1,195 semester hours were needed. To support his belief that the number of courses had grown too fast for the good of the school, he submitted the following table:

NUMBER OF COURSES		
	1940	1956
Freshman	23	35
Sophomore	42	55
Junior	74	84
Senior	60	87
Total	199	261 ¹⁰

¹⁰ Memorandum to Faculty, January 30, 1957. Faculty Minutes.

While there was need for study of the proliferation of courses at this point, curriculum had not grown haphazardly. Many of the courses under scrutiny had been put in for the enrichment and not the enlargement of the program. The period Dean Powers was studying cover the years of World War II when the college instituted many changes and introduced new curricula and courses to satisfy war-time needs; the post-war period when returning service men (for a two-year period 1946-1948, Alabama College enrolled several veterans, men who could not get into Auburn or the University because of the press of numbers); and the years of declining enrollment, an experience common to almost all women's colleges.

There are several fields in which Alabama College has pioneered. It is very proud to have introduced instruction in home economics in Alabama. For many years it was the only institution in the State giving such training. Furthermore, it pioneered in specific fields as vocational home economics, retail economics, and institutional management. It is probably worth noting that graduates of this home economics department helped initiate programs at Auburn and the University of Alabama. For many years it was the strongest department in the school, having the largest staff and the greatest enrollment. Because home economics held a place of preeminence for so many years, it seems appropriate to consider the work of that department in some detail.

In the first years of the school, the work now generally called home economics was divided into domestic art (including the courses in clothing) and domestic science (concerned with foods), and millinery. In a society where traditionally Negro women had done the "kitchen work," it was necessary to sell the idea of domestic science to the girls who would attend the school and, what is even more important, to their parents and to the public as a whole. Therefore, it may be for the purpose of publicity or public education that the work in the home science courses get the lions' share of the printed accounts during the early days of the school. When there were important visitors on the campus, the industrial departments (of which sewing and cooking were, of course, parts) were always open and operating. One can only guess how much the aroma of good coffee and cake and the appearance of a group of happy,

neat girls, cooking and sewing had on legislators and other dignitaries.

In the early years, home economics loomed large in the total program and was the most popular of the industrial courses. The first catalog offered two curricula in what was later called home economics: "Plain Sewing and Dressmaking," and "Scientific Cooking." The first of these two was located in a "large, well-appointed" room on the second floor of Lyman Hall, the home of Judge E. S. Lyman on North Boundary Street, only a good stone's throw from the main building. The room was well ventilated and lighted by plenty of windows and heated by a pot-bellied coal stove. It was fitted with large tables for "draughting, tracing, and cutting," with sewing machines, dress forms, show cases for displaying finished work and with "the latest books of models from Paris and New York."¹¹ Pupils who took sewing were carefully graded and divided into elementary and advanced classes. In the first they learned the fundamentals of sewing; in the second, dressmaking taught "according to the S. T. Taylor System of Cutting and Fitting," acknowledged in sewing circles as "the best and most improved method." In it students learned not only the mechanics of dressmaking, but also the choice of materials, the blending of colors, the art of dressing artistically and practically and many other principles that would make them good seamstresses. "Our design is to teach the dignity of labor," the first catalog states, "to make the instruction practical as well as scientific, to make the knowledge acquired of direct benefit to pupils in their homes and future vocations."

In spite of the fact that the school opened before factory-made clothing was in general use and consequently most clothes had to be made at home, a large percentage of the entering students knew little about the management of a sewing machine. But as their skills improved, they made uniforms for themselves and other students and garments for relatives at home. Before the year was out, students undertook plain sewing and dressmaking for the public, and they could have had more work if they had had time for it. Mrs. Gussie Nelson, reportedly the best dressmaker in Montgomery, and Miss Leo Sanders from Salem, Alabama, were the sewing teachers.¹²

¹¹ Catalog, 1896-1897, p. 34.

¹² *Ibid.*

To convince the reading public that cooking was something better than drudgery, the catalog stated that "To prepare, cook, and serve food well is a fine art." To leave this important work to "raw and untrained" servants was an evidence of "false notions and of a neglected or one-sided education." A knowledge of the principle and practice of cooking should be part of every young woman's education; "many an unhappy home is due to the neglect of the orderly and cleanly housekeeping and good cooking. . . ." ¹³ Miss Nellie Evans from Washington, D. C. taught the classes in cooking which had as their purpose to "discover how [cooking] affects food materials and what is needful for cooking." The classes met in a large, airy room "on the first floor of a commodious brick building," which, presumably was the chapel. During that first year, one hundred-twenty five students enrolled in cooking classes. Miss Evans used a "most practical" method of instruction. Besides studying basic food principles, each month a selected class gave a luncheon, dinner, or tea. As part of this equipment, the department had a model dining room in which students learned "the most tasteful manner in which a table should be arranged" and how to serve in an acceptable way.

An increased enrollment in the school the second year brought about a larger number in the sewing and cooking classes. There were two hundred-fifty taking sewing alone; it is not surprising that President Reynolds had to hire a third person, Miss Lizzie Burke, to help in the department. Mrs. Nelson started "An Artistic Dressmaking Establishment" where she was assisted by some of the more competent and older students; they "received compensation for work done." From October through May, these young women made 2,354 garments for which they received \$609.45.¹⁴

That second year there was a new, but related, millinery department. Miss Mollie Tall, the teacher, was assisted by Miss Della Latham. This new course, which was initiated to give instruction in another practical course, drilled the pupils in all the various steps in hat making and selling, from "the building up and trimming hats to the making of entries on books and methods of shopping and marking goods." President Reynolds purchased a good selection of goods and the girls ran the department as if it were a business

¹³ Catalog, 1896-1897, p. 36.

¹⁴ Catalog, 1897-1898, pp. 33-34.

which, in fact, it was. Sales were made through the H.C. and W.B. Reynolds store. The department was a "good success" from the beginning, getting orders from all parts of the state. The total sales of hats made the first year of the department was about \$1,500.¹⁵

By 1901, dressmaking, millinery, and cooking were combined into one department called domestic science, but the department made a distinction between art and science; the courses were little changed from the first catalog. In 1907-1908, the term home economics first appears, a combination of domestic art and domestic science "designed to meet the needs of those students who wish these subjects for home use, offering at the same time four years continuous work which may be elected with either of the three regular four-year literary courses." There was also for the first time references to major and minor subjects. There was a one-year curriculum in home economics above the high school level in 1914-1915. This was an important step forward and several students remained a year after graduation to take advantage of the training. The one-year course offered classes in cooking and home sanitation, sewing and dressmaking, textiles, art, costume design, house planning and furnishing, home management, and five hours of academic selectives.¹⁶

In 1915-1916 the home economics department moved to Bloch Hall ("Solomon's Temple," the girls called it) where it still remains. Miss Stella Palmer, daughter of the President, was the head. With the passage of the Smith-Hughes Act, the State designated A.G.T.I. as the training school for teachers of vocational home economics. Dr. Palmer, in reporting this fact to the Board, stated that "A.G.T.I. is giving strong courses of instruction to girls in agriculture and is the foremost institution in this state in the presentation of home economics." ¹⁷

The administration transformed "Nabors Hall" (now called King House) into a model home for the methods classes. It became the first "home management" house on campus although there had

¹⁵ Catalog, 1897-1898. For criticism of the way Captain Reynolds managed the millinery department, see Chapter III.

¹⁶ Catalog, 1907-1908, pp. 28-29.

¹⁷ *Minutes*, III, p. 240, October 25, 1917. A.G.T.I. did not yet offer a full college course which was required for full approval but the State Board of Vocational Education agreed to accept three years of college until June 1, 1920.

been a cottage for home economics girls in Columbiana before this time.¹⁸ Work in home economics grew steadily until the college gave its first degree to Miss John William Pridgen of Enterprise, in 1922, a Bachelor of Science in Vocational Home Economics.¹⁹

After the Alabama Girls Technical Institute and College for Women became Alabama College, the work grew rapidly. In 1920-1921, for example, there were five staff members; in 1923-1924 (the first complete year of all college work) there were ten; in 1940 there were nineteen which included District Supervisors of Home Economics Education. Dr. Lois Ackerley became the director of the department in 1934 to remain in that position until her retirement in 1962. She succeeded Miss Annie Sale, Miss Ivol Spafford, and Miss Margaret Edwards who had guided the department in the early collegiate years. In the Fall of 1964, after an interval in which Miss Mary Larkin was acting head, Dr. Rebecca Pate, a native Alabamian who for several years had been head of the Home Economics School and vice-dean at the Oklahoma State University, became the new director.

With time new features became part of the home economics curriculum. In 1927, Miss Josephine Eddy came to Alabama College from the state extension service; she was a clothing expert, but before long she was directing a retail class in which students spent one semester in a store doing actual selling, the equivalent of practice teaching in other departments. Institutional management became an important curriculum in the 1920's.

A college nursery school was added in the fall semester of 1931-1932. It provided not only the "best possible environment for the well-rounded development of the pre-school child," but also a laboratory for home economics. Dr. Dora Louise Cockrell, formerly head teacher in the nursery school department at Kansas Agricultural College, was in charge of it. Dr. Cockrell also had had teaching experience in a large orphanage in St. Louis. She was a graduate of the Merrill Palmer School and had done advanced study in her

¹⁸ *Minutes*, I, p. 113, January 15, 1918; *Birmingham News*, March 26, 1918.

¹⁹ *Minutes of the Faculty*, May 5, 1922. Actually, Miss Pridgen received her degree before the college was giving four years of college work in anything except home economics.

field at Columbia and Yale Universities. Her Ph.D. was from the latter.²⁰

To acquaint parents with the opportunities in the nursery school, Miss Margaret Edwards sent the following letter:

The Nursery School is now a permanent part of the program of the School of Home Economics at Alabama College. It is housed in an old residence on the campus that has been refinished and furnished especially to meet the needs of little children. There are well planned indoor and outdoor spaces and toys for play. Pleasant homelike rooms are arranged for rest and meal time periods.

The Nursery School will be conducted five days a week and the hours will be from nine to one. The daily program will include a mid-morning lunch and dinner. The children's food will be planned and served by students in nutrition under Miss Searle's direction. Dr. Peck will give health examinations and serve as medical advisor. The entire school program and equipment will be planned to meet the child's requirements and to provide the training that will lead each child to the best development, physically, mentally and socially.

The Nursery School fee will be five dollars a month for each child. This in no way covers the cost of the many advantages offered to the children, but merely pays for the food served each day.

If you are interested in enrolling your child, will you kindly telephone or see either Miss Cockrell or myself this week. Miss Cockrell will be glad to discuss plans with you.

I will appreciate it very much if you can tell me of any other interested parents with children of nursery school age (eighteen months to four and a half years) so that I may write them of this opportunity.²¹

Dr. Ackerley summarized the ways in which Alabama College pioneered in Home Economics in the State in addition to introducing instruction in it:

The only department with a continuous record for the training of teachers in vocational home economics.

The establishment of the first home management house.

The installation of a chapter of Omicron Nu, an honorary society in home economics, the chapter in the state, and the second placed in the South.

²⁰ *Montgomery Advertiser*, August 6, 1931; *Age-Herald*, October 25, 1931; Minutes of the Faculty, October 7, 1931.

²¹ Mimeographed letter, undated, in the Home Economics Department.

Employment of a specialist in Parent Education and in-service training of home economics teachers.

Employment of a specially trained instructor in retailing, whose students are granted laboratory experience in some of the largest department stores in the South.

Offering ten hours of instruction in home economics to students preparing for social work.

The sponsoring of a county-wide survey in Family Relations.

Providing institutional management experience in public school cafeterias.

"The history of home economics at Alabama College," Miss Ackerley continued, "is best told not by descriptions of courses but by the lives of our former students." In 1940, the majority of home economics teachers in the state received their training at Alabama College. Most of the home economics graduates (as of all graduates, for that matter) marry shortly after completing their college course and many a husband would echo Hudson Strode who said, "My wife attended your school and I bless this institution more than often for she specialized in domestic science." Other graduates hold important positions as educators, dietitians, journalists, research workers, extension workers, and many others open to women trained in home economics. Mrs. Marion Spidle, for many years Head of the School of Home Economics at Auburn University, is a good example of the places of responsibility they hold. These graduates are located from coast to coast and their contributions to American life tell the story of home economics at Alabama College.²²

The teacher training program at Alabama College developed without the specific intention of those in authority. To be sure, the act creating A.G.I.S made provision for a school where "girls may acquire a thorough normal school education. . ." but at no place in the early writings of the school is there any indication that the school in Montevallo was to be another "normal." Instead, it was to be an institution (and the early trustees and officials believed it was the intent of the founders to make it a college when the time was right) that would rank with the University of Alabama and Alabama Polytechnic Institute, but where girls could learn indus-

²² Dr. Lois Ackerley in *Alabama Home Economics Association*, Program of Anniversary Breakfast Newsletter, March 16, 1940, Birmingham. I am grateful to Miss Ackerley for lending me this pamphlet.

trial and technical subjects, and education happened to fall into that category. Dr. Palmer was at best luke-warm about a teacher training curriculum when he first became president. Time and time again he expressed his surprise that the demand for certain "industrials" (like telegraphy, for example) was steadily going down, but the number of students wanting teacher training was going up. At one time he said fully ninety percent of the total student body wanted a teaching certificate.²³

By 1910, however, he was convinced his school was "in better shape for preparing such teachers than any other school in the South." "It is time for us to move forward," he told the Board, "and give our girls the opportunity to fit themselves for service. . . ." ²⁴ Dr. Palmer was aware that a high school diploma could not adequately prepare students for the classroom, even in rural one-teacher schools. For many years around 1910, the catalog stated that "no diploma (in the normal course) is given until the candidate for graduation has received a first grade teacher's certificate. . . ." ²⁵ The "normal" curriculum in early days was little different from the others, but it did require two courses in "Pedagogics." Even after he added some college work, Dr. Palmer was perplexed by the lack of any kind of a laboratory school where students had an opportunity to face an actual classroom situation. Until such a school, or part of one, was available, young women sat in the classroom of an outstanding teacher to observe her methods.

Many prospective teachers were pleased with an act of the Legislature that allowed graduates of the "full course in the Department of Education . . . a first grade certificate without taking the state examination," ²⁶ and shortly thereafter, Dr. Palmer's wishes for a laboratory school were realized when the town of Montevallo erected a new public school building that was well equipped and ready for use in the Fall of 1915. That building was later called the Jeter Building, named for M. P. Jeter, Sr., who was chairman of the local school board at the time the building was erected.²⁷ Dr. Palmer

²³ *Minutes*, III, p. 239, October 25, 1917.

²⁴ *Minutes*, III, p. 14, May 13, 1910.

²⁵ *Catalog*, 1909-1910, p. 37.

²⁶ *Catalog*, 1914-1915, p. 10.

²⁷ It is a Jeter family tradition that Mr. Jeter not only spear-headed the movement to get it, but also designed the structure, a three-story brick which housed the elementary grades until the Spring of 1964. Mrs. Lena Jeter, September 2, 1964.

reported at the end of the first year of using the public school as a training school that their affiliation with the town in the project had worked "most admirably" and that the cooperation between teachers, pupils, patrons, and A.G.T.I. had been "most cordial." By this time (1916), he had had a change of heart about the responsibility of his school in preparing teachers. Many of his pupils wished to engage in teaching, he reported to the Board, and "it is well that this is the case," because the state "is in dire need of well-trained teachers." The normal schools could not supply the demands of the elementary schools; the University and Auburn in their departments of education were "overdrawn for principals and superintendents" and the State was looking to Montevallo for well-trained young women for teaching in the elementary and high schools, especially for such technical subjects as domestic art, domestic science, art, music, playground supervision "and so forth." In fact, Montevallo was the only place in the State where young women could get suitable preparation in these subjects.²⁸

That year Miss Myrtle Brooke, Miss Bertie Allen, and Miss Agnes Hitt, who was also a teacher of domestic art, handled the courses in education. The training school faculty had on it: Herndon Glenn Dowling, Principal; Francis Marion Peterson, son of the late President; Miss Mary Peters and Miss Mary Winston Withers in addition to Miss Allen, who is listed as "critic teacher in grades." ²⁹

For many years, the cooperative relationships between Alabama College and the public schools in Montevallo have resulted in substantial benefits for all participating parties. The college has been able to maintain a program of teacher education second to none through the use of the local schools as teacher education laboratories and has been able to reciprocate by aiding with many school developments which would have otherwise been impossible. The college and the public schools frequently found themselves under great financial strain and were forced to rely heavily upon ingenious improvisation to overcome the lack of funds. Through good times and bad, the college and the public schools have worked closely together for their mutual benefit.

²⁸ *Minutes*, III, p. 181, May 16, 1916.

²⁹ Peterson handled the high school subjects, Miss Peters the intermediate grades, and Miss Withers the primary grades. Catalog, 1915-1916, pp. 8-9.

Expansion of the college enrollment led to overcrowding in the assignment of student teachers to classrooms in the local schools. In 1963, this condition was ameliorated by extending working relationships with other schools in Shelby and adjoining counties, particularly in Jefferson County and the city systems therein. Student teachers from the college are now assigned to schools selected from the total of more than two hundred schools available for student teaching services.³⁰

The best contribution that the teacher training program has made is, of course, well-trained teachers in home economics, art, commercial subjects, physical education, music (in all of which Alabama College pioneered), and other more traditional subjects. Many school principals say that their best teachers have come from Montevallo.

The most spectacular contribution that Alabama College, in all probability, has made in the field of teacher training and the philosophy of education was the introduction of progressive education to Alabama and, in fact, to the South.

In the early 1930's, there was a new look in professional education circles, or as one said, "a breath of fresh air." For lack of a better name, it was called progressive education and was based on the philosophy of John Dewey. When Dean T. H. Napier was asked what the new term meant, he told a reporter from the *Alabamian*:

Progressive Education is a world-wide movement. It is not a panacea rejecting accepted beliefs, adult judgments, and traditions. Rather, it is a new approach to the study of the child, a belief that the development of his normal interests exceeds in importance the imposing of standardized subject matter. It assumes that education develops from a human experience rather than results from the acquisition of information in the cultivation of skills for deferred need. It is liberal and humanitarian rather than compelling and mechanistic.³¹

Mrs. Bess B. Lane, Principal of the Tower Hill School in Delaware, added to the explanation of the new term. "The new education," Mrs. Lane said, "breaks with the old in believing that how children use these tools [of learning] ever depends on how they

³⁰ Conversation with President D. P. Culp, September 4, 1964. Students now teach full-time for nine weeks in their senior year.

³¹ *Shelby County Reporter*, March 10, 1932.

are acquired." She further added that education that did not "function in behavior is sterile."³²

To bring this new philosophy to the attention of teachers, the three officers most responsible for the academic program, President O. C. Carmichael, Dean T. H. Napier, Director of Summer School, and M. L. Orr, Director of Teacher Training, arranged for a Progressive Education Demonstration School and Institute to be held on the Alabama College campus, June 9-July 16, 1932. "For some time," Dean Napier said, "we have felt that we could make our best contribution in summer work by providing instruction aimed at improving classroom instruction." Other institutions have classes and institutes for principals and supervisors, but nowhere was work of particular value to the teacher "which would help her solve problems which arise daily as she confronts her class." With this aim in mind the administration "investigated rather thoroughly and found a large number of our educators deeply interested in the progressive method and eager for the type of demonstration school that Montevallo had. The Progressive Education Association and the State Department of Education heartily approved the project and gave able assistance."³³

The Progressive Education program at Montevallo, the only one held in the Summer of 1932 besides one at Syracuse University, was directed by able people and attracted teachers from all over the South. In addition to the one hundred regularly enrolled students who took advantage of this work, four hundred teachers, supervisors, principals, and superintendents came to the college during the first six weeks of the summer session to observe the program and to confer with the guest teachers. These observers, in many instances, stayed a week, others longer. The guest leaders of the demonstration school and institute were Mrs. Bess B. Lane, Director, who was principal of the Tower Hill Progressive School, Wilmington, Delaware, and three assistants, all from the Tower Hill School; Miss Eugena Eckford, in charge of art work; Miss Edna Collins, fifth grade demonstration teacher; and Miss Esther Stewart, second grade demonstration teacher.³⁴

³² *Birmingham News*, n.d., but 1932.

³³ *Shelby County Reporter*, March 10, 1932; *Birmingham News*, undated (but 1932) clipping; President's Annual Report, May 20, 1932.

³⁴ *Age-Herald*, June 18, 1932; *Birmingham News*, May 10, 1932; *Minutes*, IV, p. 343, May 26, 1933.

The interest in and enthusiasm over the 1932 program was such that President Carmichael was able to get a \$2,000.00 grant from the General Education Board for the next summer. This was sufficient to pay the salaries of visiting teachers and consultants, which was no small item in the budget that already was cut by the depression. The second summer saw some changes, probably the most helpful and certainly the most popular being the arrangement by which groups could come in for a day or two to observe the methods the visiting teachers used. Two members of the visiting staff were again from Tower Hill, but the Director was Ellan Hulsizer, of Georgetown, Delaware.³⁵

Progressive Education proved to be very influential in the basic philosophy of public schools for many years. In this region, Progressive Education began at Alabama College.³⁶

In 1925, Alabama College began formal training in Social Service. This is another example of how public demand stimulated a program at this college for women. Even before 1919, when the first compulsory school attendance law was passed and the State Child Welfare Department was established, leaders in the State were of the opinion that education and child welfare were closely connected. The Law of 1923 permitted County Commissioners and the County Board of Education to combine their interests and employ a county welfare worker whose duty it was to serve the juvenile court as probation officer and the schools as attendance officer. In the counties where the Superintendent of Child Welfare was responsible for school attendance, the success of the joint program was such that the State Superintendent of Education became interested in extending the same service to other counties. Therefore, the Legislature appropriated \$850,000 for the State Department of Education, separate and apart from other funds, to distribute to the counties that would put on a joint program.³⁷ Much credit should go to the Federation of Women's Clubs for being the first sponsors of the Child Welfare Department.³⁸ Mrs. A. Y. Malone of Dothan was the

³⁵ *Birmingham News*, June 19, 1933.

³⁶ Progressive education was introduced in the Montevallo High School in 1936-1937. A report by M. L. Orr on the performance of the graduates who went to college is to be found in the *Southern Association Quarterly*, February, 1945.

³⁷ *Annual Report of the State Child Welfare Department, 1927-1928* (Montgomery, 1929), pp. 9-12.

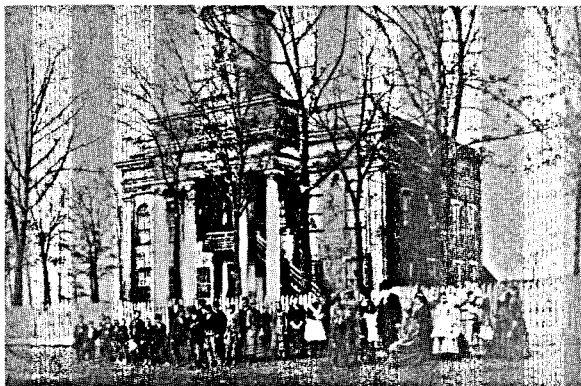
³⁸ *Ibid.*, p. 14.

State President in 1927 when the Federation voted to make child welfare their prime activity for the ensuing year. Mrs. Malone was also on the Board of Trustees of Alabama College at the same time. Whether or not she had any influence on the development of the welfare program does not appear in the records.

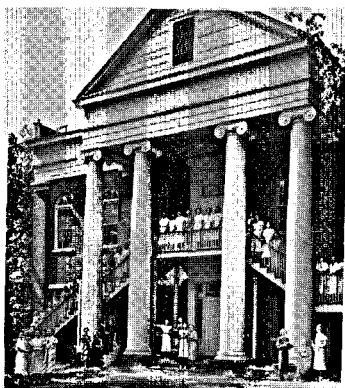
In promoting the unified program, the State Department of Education placed school attendance on a case work basis. Such a program required many new trained workers and Alabama simply did not have them. Consequently, the Director of the Department of Child Welfare approached the institutions of higher learning in the State, asking what assistance each could give in providing trained personnel. Alabama College responded with a plan that eventually developed into a degree program for social workers.³⁹

Alabama College was in a uniquely favorable position to offer training in welfare work. Since 1924 it had had a sociology department with a trained social worker on the staff whose job it was to recruit welfare workers and interpret the program to teachers. President O. C. Carmichael and Dean T. H. Napier were both interested in having Alabama College provide the training for the needed workers. Very promptly, the college offered a curriculum, beginning with short summer courses that would help young women comply with the requirements set by the State. Miss Olive Stone from the University of Chicago was employed to teach the social case work, the department of sociology carrying the other subjects in the curriculum. Other specialists followed: Miss P. Hewins of Simmons College; Dr. Coyle Moore of the University of Chicago, an authority on community organization; Charles Lionel Chute, special agent of the National Child Labor Commission of New York, who spent a week in Montevallo in the Summer of 1926 lecturing; and Alfred Whitmon of the Children's Aid Association of Boston who was present through the whole summer term, teaching two classes and holding conferences. In the Summer of 1928, the college engaged the services of Dr. C. C. Carstens, Director of the Child Welfare League of America for a two-week course which was attended by "prac-

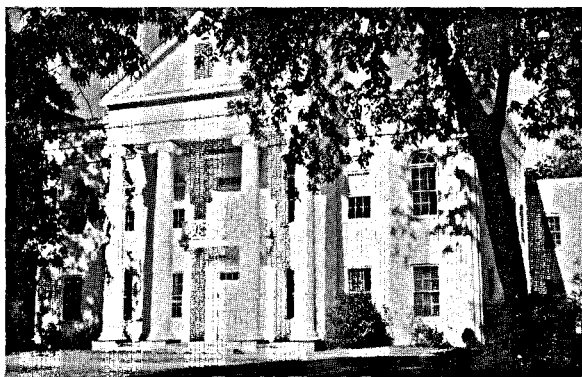
³⁹ Miss Myrtle Brooke, "Social Service Training at Alabama College," typed manuscript, n.d., but before her retirement in 1944. I am indebted to Mrs. Mary Whatley, who taught many of the social work courses at Alabama College, for lending me this paper.



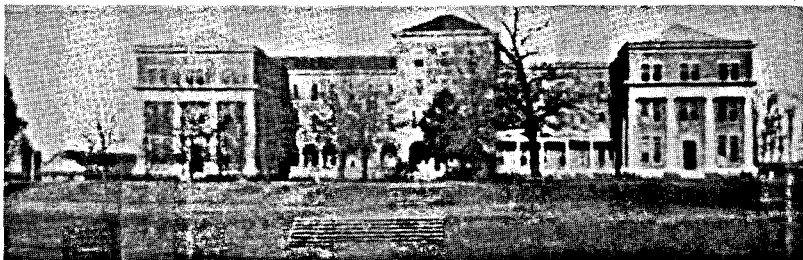
Reynolds Hall, c. 1870



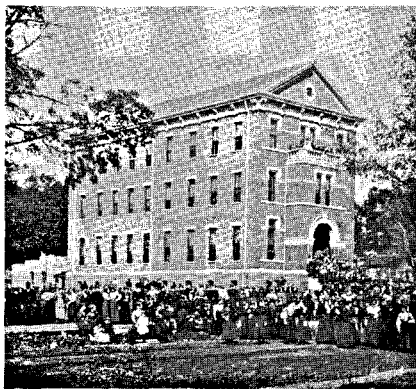
Reynolds Hall, late 1930's



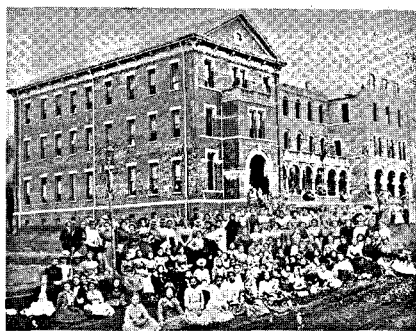
Reynolds, 1969



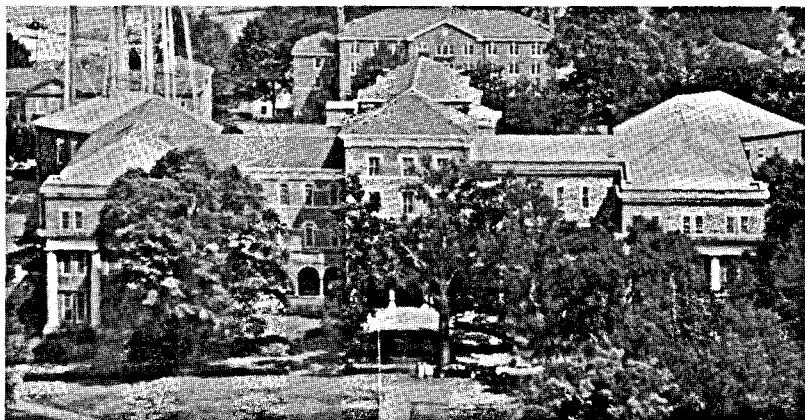
Main Hall, c. 1904



Main Hall, 1897



Main Hall, 1900



Main Hall, 1968



First faculty, 1896



Camera Club, c. 1905



Graduating Class, 1899: Anastasia Pittman, Bertie Allen, Margaret McArdle



Faculty, 1906-1907



Parlor scene, c. 1905



Dormitory scene, c. 1905



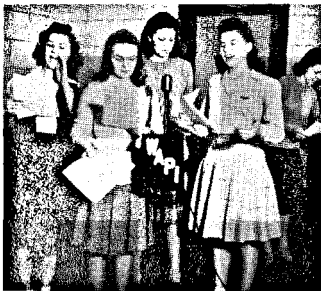
Students at Davis Falls, c. 1905



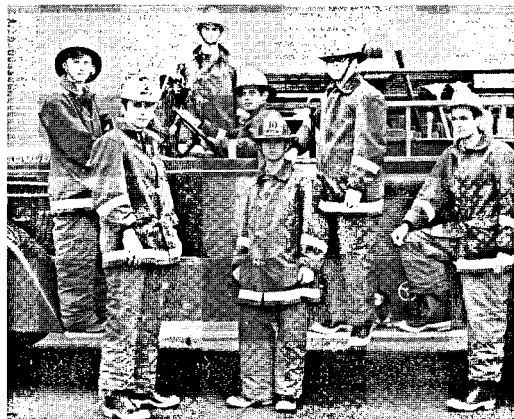
Students at Shoals Creek, c. 1900



Fire department, before coeducation



Radio broadcasting, 1940's



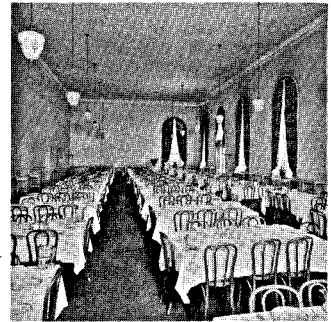
Fire Department, after coeducation



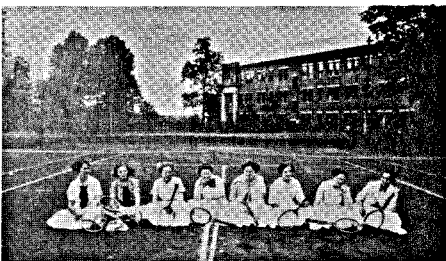
Uniform coat, c. 1916



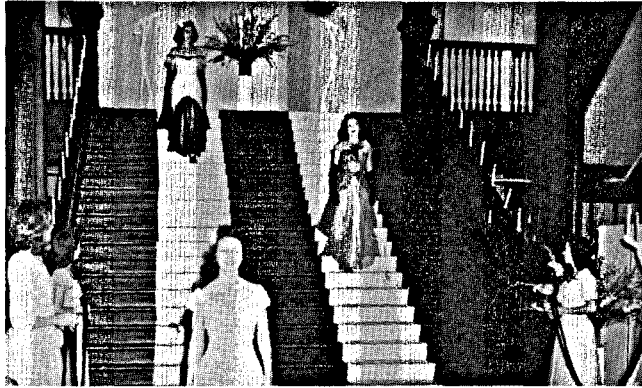
The Crook



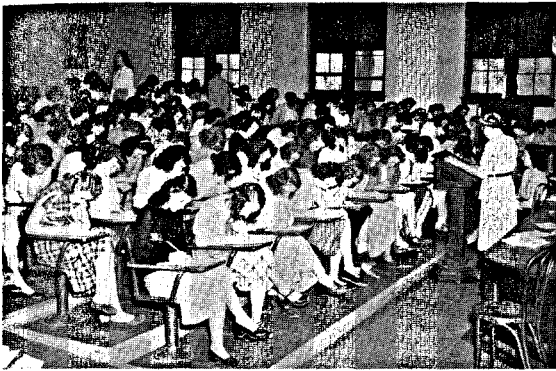
Anna Irvin Dining Room



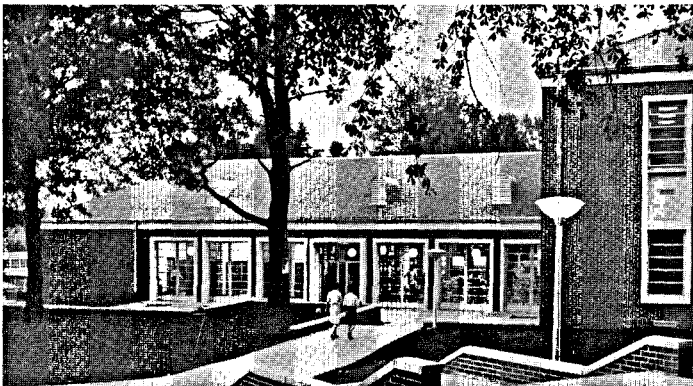
Tennis teams, c. 1920



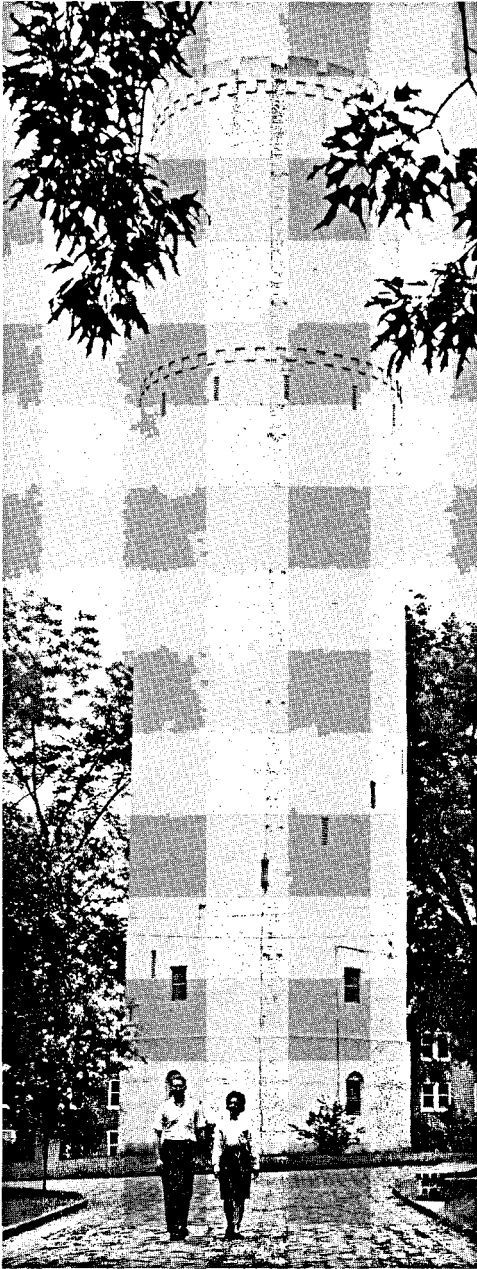
Governor's Reception, Main Hall



Freshman Tests, c. 1950



Farmer Hall, Student Union



The Tower



First men Athletes, 1957



AC Falcons, 1969

tically every county worker already in the field." ⁴⁰ The college continued to offer summer short courses to meet the immediate demand but gradually ended that phase of the program after it began granting degrees in social work.

The decision to develop the training program came as a result of much conferring and planning. In reporting on the decision, the Director of the Child Welfare Department in the State, Miss Sarah Axford, wrote:

During 1925, many trips were made to Montevallo, conferring with the President of Alabama College regarding his thoughts to put in the college a course in practical rural social work.

Finally, through the cooperation of the college authorities, the Shelby County Welfare Board, and the County Board of Education, a most unique organization took place in Shelby County. The County Board of Education, the Board of Revenue, and the college entered into an agreement to pay jointly the salary of a trained worker (a college graduate) who would hold the position of probation officer under the County Child Welfare Board, and at the same time have classes at Alabama College in case work, augmenting the excellent courses already offered there in community work. This plan has been working successfully for over a year, the worker using the students as assistants in order to give them field experience.⁴¹

Such a program, the author went on to say, not only would provide trained workers, but also help keep southern girls at home, girls who out of necessity were going North for study. The essentially rural nature of the work required, in the eyes of those in authority, a trained person with an understanding of southern conditions. In the traditional pattern at Alabama College, classes in social work were developed as a part of the curriculum, but also as a part of a work-experience program.

An important factor in the development of social work training at Alabama College was "the unusually cordial relationship that existed between the institution and the county." In 1927, this was nothing new because this cordiality had developed through the years. Two prominent Montevallo men, C. L. Meroney and E. S. Lyman,

⁴⁰ *Annual Report of the State Child Welfare Department, 1927-1928*, pp. 16-17; *Shelby County Reporter*, June 3, 1926.

⁴¹ "Four years with the State Child Welfare Department, 1923-1927" (Montgomery, 1928), p. 20, quoted by Miss Brooke in "Social Service Training at Alabama College," p. 2.

had been on the Board of Trustees as treasurer and secretary for many years. S. L. Chesnutt for many years as the head of the science department, organized groups of farmers in the county to study ways of improving farm conditions and held institutes for them and their wives on the campus where they had lectures and demonstrations by the agriculture extension people; and many other faculty members had participated in affairs of the county. "Without this cordial relationship," Miss Myrtle Brooke wrote, "the training course would have been tremendously handicapped."⁴² The names of the departments, at both state and county levels, have been changed, but the same cooperation has continued. The students (which include an occasional man since the college has become co-educational) get their academic and theoretical training on campus, and their practical field work with welfare cases in the county under the supervision of a trained county official. In 1969, Miss Jeanette Niven, a graduate of Alabama College who later received her master's degree from the School of Social Work, Tulane University, supervises the field work of the social work majors.

To Miss Myrtle Brooke must go much of the credit for the success of the social work program. Miss Brooke, who was made head of the sociology department when it was created in 1924, was in a position to develop the new program. Initially, she was not a trained sociologist. She came to Montevallo in 1908 when it was still Alabama Girls Industrial School to teach courses in psychology, ethics, and logic. She had already done thirteen years of public school teaching in her native Georgia, where she had given "unbound satisfaction" as both classroom teacher and principal of Etowah Institute in Canton. The County Superintendent of Education described her as "a close student, a thorough scholar, a skilled teacher" and a remarkable executive.⁴³ Miss Brooke had an A.B. degree from Peabody College, plus a year of graduate work and several summer schools; most of her work had been done in languages. When she was offered the position in Montevallo, in characteristic fashion she changed her plans so that she could attend summer school at

⁴² Brooke, "Social Service Training. . . .", p. 3; *Shelby County Reporter*, November 28, 1929.

⁴³ John D. Attaway, Cherokee County, Georgia, to T. W. Palmer, October 23, 1902. Letter in Palmer Papers, Alabama College.

Columbia University to get some special training in the work she would teach at her new job.⁴⁴ She accepted the position as professor of education at a salary of \$1,000 for eight months which was \$100 more than the school offered on first approaching her.⁴⁵ She remained at the college in varying capacities until her retirement in 1944. She continued to live in the community until her death on January 20, 1948.⁴⁶

At her retirement, *Alabama Social Welfare* (September, 1944) carried a feature article on Miss Brooke which contained a good resume of her work in initiating and developing the program of undergraduate social work training. Her retirement brought into focus "her two-way participation in the building of Alabama's public welfare service—first, her part in organizing the social work training courses and, second, her membership on the Shelby County Public Welfare Board."⁴⁷ Miss Brooke also served the larger community in other capacities. For many years, she was connected with the Red Cross in Shelby County and for one year during World War I she was on leave to work with the Southern Division of the Red Cross, with headquarters in Atlanta. In 1923 she was one of a committee of fifty named by the President of the Alabama Educational Association to work out and present a unified program for the development of education in the State. Their work culminated in the Unified Education Bill of 1927.⁴⁸

Miss Brooke was a prominent member of the faculty and former students consider her among the outstanding ones.⁴⁹ It was for her teaching that they remember her best. One of her students, who later taught at Alabama College as her colleague, said that she was a master at drawing out the student to get her to express herself and to clarify her thinking. It was only on reflection that the student

⁴⁴ Brooke to Palmer, June 12, 23, 1908.

⁴⁵ A. J. Moore, Chairman of the Faculty to Brooke, June 20, 1908.

⁴⁶ She surprised even her close friends with her energy and interest in public affairs. In the Summer of 1946, for example, she sold the spacious, comfortable house which she had built and bought a run down structure which she turned into a modern apartment house. People remarked, "and at her age. . . ."

⁴⁷ *Alabama Social Welfare* (September, 1944), p. 2.

⁴⁸ *Ibid.*

⁴⁹ Former students in answering "who were the outstanding faculty members" on a questionnaire in the Fall of 1963 named Miss Brooke and Dr. Hallie Farmer more times, by far, than others.

realized that at no time had Miss Brooke committed herself or expressed an opinion. It may have been this characteristic that gave her the reputation of "wiliness" on the campus. Many of her ideas were ahead of her time, but her philosophy—a genuine interest in people and their problems, and her conviction that social work training should be integrated with strong training in academic subjects—has become part of the tradition at Alabama College.

Sociology majors among the alumnae honored Miss Brooke at Homecoming in 1945 by presenting a portrait of her, painted by Virginia Barnes of the art department, to the college. It now hangs in Reynolds Hall Foyer. The college bestowed an honorary degree on her at Commencement, 1946.⁵⁰

At the time social work at Alabama College was started, the University of North Carolina was the only other institution that offered such a program.⁵¹ As late as 1955, there were only 19 colleges giving similar work; but the number has increased in recent years.

Social work graduates from Alabama College have enjoyed an enviably excellent reputation in the State. In evaluating these graduates, the head of the Child Welfare Department said to one of them, "you know, there is something I have observed about those Montevallo girls. They are just like a cat; no matter where they fall, they always land on their feet."⁵² As students look back, they seem to see that in addition to their thorough training, this learning to "land on their feet," is a special ingredient to the program. Such is the reputation of Alabama College graduates that each year the director of the program could place many more students than are available. It seems a conservative estimate that each graduate in recent years has been offered from six to ten jobs upon the completion of her work.

In its attempt to serve its constituents, Alabama College offered for some fifteen consecutive summers a workshop in the use of the State's resources, both human and physical. The Resource-Use Workshop was the first in the State and one of the first in the nation.

⁵⁰ *Shelby County Reporter*, February 15, 1945; *Selma Times Journal*, February 23, 1945; *Birmingham Age-Herald*, February 21, 1945.

⁵¹ O. C. Carmichael in *Shelby County Reporter*, September 23, 1926.

⁵² Winifred Castleman Black, Class of 1925, questionnaire. She was quoting Mrs. Tunstall.

It attracted participants from every part of the Southeast; teachers as well as students from every part of the State. Its support came not only from the college, but also from industry involved directly with the consumption of natural resources, from Federated Women's Clubs which have a long history of interest in conservation, from the Alabama Wildlife Federation, and from county school systems.

The program began in 1944 in the midst of the war years when the nation was marshalling its resources to win the war and keep the anticipated peace, and not long after the South had been called the nation's number one economic problem. Convinced that the region had the potential to become the nation's number one economic opportunity, leaders of a conservation movement believed that one way of changing the role of the South was to translate the finding of the experts (research) into efficient and beneficial use by interpreting and passing it on to average people. In this way, the layman (of whatever age) would have both the motivation and the ability to use the opportunities which surrounded him. In the words of a brochure describing one of the early programs, Alabama College was having the workshop because it believed "that a more thorough knowledge of Alabama's resources, both human and material, will aid in the economic and social development of the State, because it believes that there is a responsibility upon an educational institution to develop an appreciation for and understanding of the natural resources of the State."⁵³ The exact purpose, as reported to the Alabama Wildlife Federation, one of the sponsoring agencies, was "to study the State's major resources and see what contributions they should make to improve levels of living . . . to show how Alabama teachers can plan for resource and economic development. There is the immediate purpose in assisting teachers to plan units of work built around local resources so that teachers may challenge Alabama's boys and girls with the possibility for future development."⁵⁴ Miss Lillian Worley, associate professor of history and geography, was the first director of the workshop at Alabama College; Miss Ethel Marshall who became her successor

⁵³ "The Second Annual Workshop in Alabama Resources," June 7, July 18, 1945.

⁵⁴ Memorandum to the President and Board of Directors, Alabama Wildlife Federation, Ethel Marshall, February 21, 1951. Files of the Resource-Use Workshop, Social Science Division.

(in the workshop) in 1947 was the second and only other director.⁵⁵

The program of the Resource-Use Workshop was intended for teachers in the elementary and junior high school grades, but interested "laymen" and undergraduates were welcome, and in a few instances enrolled. The plan of the workshop was a combination of lectures by visiting expert consultants and discussion in which a wide variety of films, slides, charts, and maps was used. After a preliminary study on campus during which the students made use of the extensive collection of library materials, the group went with the director and experts on a number of field trips to study at first hand Alabama's resources and their wise use. Groups visited, summer after summer, the paper mills and other industrial developments in the Tuscaloosa area, coal mines in Shelby and Bibb Counties, Avondale Mills in Sylacauga, and steel mills in Birmingham. Miss Marshall did considerable follow-up work, giving teachers in several select counties in-service supervision as they put into practice the ideas of projects and programs they had formulated at the Workshop.

The staff always included in addition to the director, two or three outstanding teachers from within the state and experts in several fields of conservation. In 1948, for example, O. C. Medlock,

⁵⁵ This is not quite exact, for in the Summer of 1955 when Miss Marshall was studying at the University of Florida, Dr. Gideon Nelson of the Biology Department conducted the summer's program in conservation. Miss Worley, an alumna of the college, Class of 1931, held advanced degrees from the University of Wisconsin (M.A.) and from the University of North Carolina (Ph.D.). She taught at Alabama College (with leaves for study) from 1931 to 1947. Married to Frank P. Stimson, she was Professor of Geography in the Department of Geology and Geography, University of Tennessee, where she continued to conduct workshops of a similar nature. In 1949, the Alumni Association honored her by choosing her the "Alumna-of-the-Year." Letter from Mrs. Stimson to Lucille Griffith, September, 1964. Mrs. Stimson was engaged in conducting a workshop when her car was struck by another vehicle in the summer of 1966. She never regained consciousness but lingered between life and death until May, 1968.

The late Dr. Marshall, who directed the workshop from 1947 to 1961, was a member of the faculty at Alabama College from 1945 to her death in 1962. A graduate of Birmingham-Southern College, the University of Alabama (M.A.), and the University of Florida (Ph.D., 1958) she was the recipient of a special award "The Conservationist of the Year" given by the Alabama Wildlife Federation in 1948 for her outstanding work in conservation. Both Mrs. Stimson and Miss Marshall are listed in *Who's Who of American Women* and *Directory of American Scholars*.

State Conservationist from Auburn; A. L. Harrell, District Conservationist from Birmingham; B. F. Hatchett, Shelby County Conservationist from Columbiana; L. B. Launderburn, of the Mississippi Soil Conservation Program; and James W. Burdette, Education Director of the Soil Conservation Study Program in Spartanburg, South Carolina, led discussions or directed field trips. In other years outstanding men and women came from North Carolina, New York, Virginia, Iowa, and Tennessee, each participating in the program for a few days, making a contribution in his own field.⁵⁶

The Resource-Use Workshop was popular with teachers from all parts of the State. Scholarships made it possible for many in poorly paid school systems to attend. In her annual report on the 1954 workshop, Miss Marshall said, "The teachers (twenty-seven from fourteen counties) were enthusiastic and happy throughout the period of the workshop and were anxious to get back to school to begin their work. Thus, the staff at Alabama College concerned with the workshop believe that this course is a sound and valuable one."⁵⁷ Several pieces of writing about conservation for the lower school grades came out of the workshop. Mrs. Jean Beasley Merrell, for example, wrote *Alabama Game Birds* which was published jointly by Alabama College and the State Conservation Department in 1947. It and the others were put out in an inexpensive form that every school room could afford.

In spite of enthusiasm and confidence in the value of the program, Miss Marshall decided at the end of the 1961 workshop that it had served its purpose and that there was little need for continuing it. The Alabama College program had reached almost every county and a good proportion of the school systems in the State. The workshop had planted the seed and taught the teachers to value and utilize the State's resources. It was now their responsibility to mature and make effective this knowledge.

There have been other fields in which Alabama College offered the first training in the State: library science for high school librarians, training for teachers of public school music, of physical

⁵⁶ *Birmingham News*, June 27, 1948.

⁵⁷ Report, 1954. See also carbons of much correspondence between Dr. M. L. Orr, Director of Summer School, Miss Lillian Worley, Dr. Hallie Farmer, and Miss Ethel Marshall about Workshop in the Resource-Use files, Social Sciences Division.

education, and of art. It also had the first curriculum in speech correction and opened the first speech clinic. The course that Mr. C. G. Sharp worked so diligently to establish, the training of medical technicians with laboratory work in accredited hospitals, was the first such program in Alabama.

A Summer Science Institute for high school teachers, reportedly the first in the State, was held on the Alabama College campus in 1956. Two years later, in the summer of 1958, the National Science Foundation made a grant of \$48,000 for faculty salaries and student scholarships. There was a similar institute each year until 1966 financed by the NSF and attracting from sixty to eighty high school science teachers from all over the South and bordering states. Dr. Paul C. Bailey, Chairman of the Biology Department, was Director of the Science Institute until he resigned his position to accept one elsewhere; after that Dr. David J. Cotter and Dr. Henry Turner have been the directors.

In the Summer of 1955, Alabama College instituted a program of graduate studies leading to a master's degree. There had been sporadic discussion on this subject for many years with Dr. M. L. Orr, Chairman of the Department of Education and Director of Summer School, as the chief proponent. Dr. Orr believed that a graduate program, the chief purpose of which would be to provide additional work for teachers of the elementary grades, would be another way in which the college could serve the people of the State.⁵⁸

Alabama College is accredited by, or holds membership in, all the agencies which normally approve institutions of higher learning in this area. In 1925, the college was admitted to membership in the Southern Association of Colleges and Secondary Schools, and in 1928 to the Association of American Colleges. In 1931 it was approved by the American Association of University Women, and in the same year the School of Music was accredited by the National Association of Schools of Music. The college was placed on the approved list of the Association of American Universities and was granted membership in the American Council on Education and the Southern University Conference in 1935. It holds memberships

⁵⁸ *Post-Herald*, May 28, 1956; *Birmingham News*, November 23, 1957, February 2, 1958, June 9, 1958; *Montgomery Advertiser*, June 10, 1958. Since the graduate program was discussed in Chapter IV, it is only mentioned here.

in the Association of Business Teacher Training Institutions, the Council on Social Work Education, and the Southern Humanities Conferences.⁵⁹

Alabama College has done its most effective work when responding to a well defined educational need. For sixty of its years it was a school for young women; only since the Autumn of 1956 has there been any significant number of men in the student body. It is only natural, therefore, that much of the school's pioneering has been in the field of education for women. Dr. Palmer proved to be a good prophet when he wrote in 1919 that he foresaw "the future of this institution is bound up with the future of Alabama." Even then he observed that the areas where the school had pioneered most effectively were "fields of thought and activity that are of particular concern to women"—home economics, social work, and the like. Therefore, this school should become a "clearing house, a centralizing power or recruiting station" for the affairs of women.⁶⁰ And, indeed, the school was. But the world, the educational mores, and the institutions themselves having changed, women's colleges lost popularity; schools like Alabama Polytechnic Institute and the University of Alabama faced with small enrollment during the war years changed their policy toward women students and actively recruited them. Programs found formerly only at Alabama College, especially the ones that had proved to be highly successful were now found at other institutions. This competition hurt the enrollment at the State College for Women. The faculty, administration, and Board of Trustees began looking for new services that would attract students. Throughout the educational world there was developing the idea that present-day technical training was so specialized that it required on-the-job orientation. Therefore, the basic education of the undergraduate needed to be of a broad, comprehensive nature. Accepting the realities and in keeping with this new educational trend, the Board of Trustees, at the request of the President, petitioned the Legislature to drop the subtitle of Alabama College "The State College for Women." With the arrival of men, among the other additions to the course of study were pre-professional courses in dentistry, medicine, engineering, and, probably the most popular of all, business administration.

As institutions serve, they change.

⁵⁹ Catalog, 1964-1965, p. 9.

⁶⁰ *Minutes*, III, pp. 299-301, May 15, 1919.

VI

Serving the Wider Community

Alabama College holds to the thesis that the state is its campus. Within the limits of its facilities and the time and strength of its officers and faculty, the college renders service where service is needed. This policy is based on the belief that it is the duty of a state institution to aid worthy organizations which promote civic, social, and educational progress. These services generally fall into one of two categories: those the college renders by providing a conference site or meeting place, and those it provides by extending its services or lending the talents of the faculty beyond the limits of the campus.

Alabama College, like most institutions with good will toward the

public and ample buildings for large crowds, has been host to many groups for their state or regional meetings. It is not surprising that many of the visiting groups are closely related in purpose to the specialities and interests of the school. In the early days of home economics education, for example, canning clubs (forerunners of the 4-H Clubs) were very popular in the rural counties and for many years the canning club girls spent a week on the Montevallo campus. In 1916 such clubs existed in twenty-seven counties and all twenty-seven sent representatives to a canning club "short course" that year. The main purpose of the short course was to teach girls how to can fruit and vegetables (mostly tomatoes, beans, and berries) for both the home and the market, in both glass jars and tin cans. If the girls already had some experience in canning, they had instruction in new methods and other phases of home economics. Since there was no Smith-Hughes work in the local high schools at the time, this training was of real value in improving standards of living in the homes. The delegates to the conference had demonstrations in proper table setting, on gardening, and on making new conveniences like fireless cookers for the home, lectures on textiles, and a model club meeting. While much of their time was spent in learning sessions, the girls had time for play. Much of the recreation was led by girls of A.G.T.I. who were on campus for the first summer school. Each evening the school girls entertained the visitors with folk dances, stories, and songs. The club girls in turn had a stunt night to which they invited not only the summer school people but also residents of Montevallo. On this occasion President Palmer spoke words of appreciation of the works that the canning clubs were doing. During the program, which ended the week's activities, the girls, "dressed in their becoming white caps and aprons" from "the smallest prize winner of ten to the largest," told how they raised fruit and vegetables, how they canned and marketed their products, and how they spent their earnings.¹ Canning clubs no longer exist, but the 4-H Clubs and Future Homemakers of America

¹ One canned 895 cans of tomatoes, 325 cans of peaches, and 39 of beans; one from Franklin County had canned 1,460 cans of tomatoes besides the other things! Some of the girls were buying the family groceries with their earnings, others were sending brothers and sisters to high school, and one was going to save every penny she earned so that she could attend A.G.T.I. when she was old enough! This information from an unidentified 1916 clipping.

have taken their place. Each year during spring vacation there is a 4-H Rally for Shelby County to which between 1,400 and 1,500 boys and girls come. The more than a thousand Future Homemakers from all over the State meet regularly during the week between commencement and summer school. These clubs no longer emphasize canning; they have adjusted to the needs of the age of predominately urban living and packaged foods.

In 1929, Miss Flora Bell Surles reported that approximately 3,000 people "had received some instruction or service" on the campus during the year. Among the groups served that year were the Alabama Baptist Student Union, North Alabama Epworth League Conference, the Inter-High School Meet, the State Clothing Contest, the State Typing Contest, the Alabama Writers' Conclave, the Presbyterian School of Mission, the Y.M.C.A., and the Fourth District Federation of Women's Clubs.² At other times Vocational Home Economics teachers, and various vocational groups, including personnel of the Alabama Educational Association, have met on the campus.³

For some of these events the college and its faculty did more than furnish conference grounds. Play Day or the Inter-High School Meet, as it was called at different times, is a case in point. For many years this was an important spring event, bringing hundreds of high school girls to the Montevallo campus. Originally (1923), Play Day was a state tournament for girls' basketball, but within a very few years it enlarged its scope to encompass not only athletic events, but also activities which appealed to the non-athletic. In fact, it was exclusively a basketball tournament only one year; the second year the program included home economics, music, and speech. Later art and dramatics were added.

In the beginning, the event was the joint effort of the State Girls' Athletic Association and the college authorities. Dean O. C. Carmichael and Dr. M. L. Orr, Director of the training school, were behind the college sponsorship of the meet. The basketball tournament remained the important athletic feature of the event until 1930 when, in keeping with the recommendation of a committee of the Girls' Athletic Association and the approval of the State

² *Birmingham News*, June 16, 1939.

³ *Minutes*, IV, pp. 145-147, pp. 308-309.

Department of Education, the program was enlarged to include winners of letters in other athletics. Baseball, volleyball, and tennis were on the program that year. In keeping with changing attitudes toward physical education for women, emphasis shifted from competitive sports to mass games and participation in activities such as soccer, kick ball, modified track games, and many others.

The numbers of students at this meet grew phenomenally. In 1930, four hundred and sixteen girls from thirty-seven counties accepted the invitation to attend the meet; in 1931, there were seven hundred and eighty-four students; in 1932, approximately twelve hundred students and in 1939 more than seventeen hundred. While the number of entrants in the athletic events was always greater than in any other, a gratifying number competed in the non-athletic contests.⁴ Faculty members of those years remember the manner in which they all participated in the elaborate preparation and the extensive entertainment. They loyally gave their time and cooperated fully to make this event successful.

Dr. Carmichael, under whom Play Day (Inter-High School Meet) rose to prominence, was well aware that this was important in the life of the young women of the state. "The value to the students who come," he reported to the Board, "is three-fold." It stimulates the work in the high schools along the various lines represented by the meet. It enables the students to observe what is done in other schools, and it gives them an introduction to college life which points them to higher educational achievement." For the college, too, it was a means of introducing and attracting outstanding students to the campus.⁵

An annual event of more than twenty years standing is the Drama Festival. It is not a conference in the usual sense and the college does more than act as host. The Festival has as its purpose "the promotion of dramatic work in all phases through a cooperative program among the high schools in the state." The objective, which is "not competitive, but cooperative," is to "afford an opportunity for teachers, as well as pupils, to exchange information and experiences to learn at

⁴ In April, 1931, the contestants were divided thus: play day, 367; home economics, 140; art, 7; music, 44; speech, 74; dramatics, 151. *Minutes*, IV, p. 286, May 28, 1931.

⁵ *Shelby County Reporter*, January 9, 1930; April 14, 1932; *Alabamian*, February 27, 1939. For a brief history of this event and the 1926 program, see Alabama College Bulletin, January, 1926.

first hand what others in Alabama are doing or can do in drama, and to assist each other with constructive criticism.”⁶ For the success of such a cooperative venture, the number of schools must be kept small; therefore, in the beginning only one school from each congressional district was invited to participate. Size of the school had nothing to do with the invitation; “the greatest dramatic development during the past three years” is the criterion. Each group brings to the campus some contribution to the festival, usually a one-act play and, of course, it participates in other parts of the program during the two days the group is the guest of the college. The basis of choice has been altered somewhat, but the number is still kept small.

The Drama Festival is largely the work of Dr. Walter H. Trumbauer, Director of the College Theater from its organization in 1928 until his retirement in 1957. Dr. Trumbauer, a native of Philadelphia and a graduate in dramatic literature of the University of Pennsylvania, did much to develop an interest in drama at Alabama College. Before coming to Alabama College in 1926, he had taught English and speech at several schools including Swarthmore College, Carnegie Institute, Grinnell College, and the University of Iowa. Student dramatic productions had been of superior quality under Miss Ellen Gould, Head of the Speech Department, and owed much to her coaching and interest, but under Dr. Trumbauer’s direction drama activities matured. Always interested in the best, he and his assistants (often his wife, Willilee Reaves Trumbauer) produced a wide variety of plays ranging from classical Greek tragedies and Shakespearean comedies to plays by and for children. In 1957 the Festival was named the Walter H. Trumbauer Drama Festival in honor of its founder.⁷

Always interested in creativity, Dr. Trumbauer sponsored for a time a play-writing contest. He wrote and produced his own plays, several of which were published in theatre magazines. He acted as technical advisor to a drama service of the W.P.A. During the three years of the operation of this library in Birmingham, publishers and local authors generously supplied several thousand copies of plays, royalty and non-royalty, published and unpublished. When the

⁶ Brochure “Fifth Drama Festival;” *Alabamian*, January 16, 1942.

⁷ *Who’s Who in American Education*, 1939-1940, p. 777; *Alabamian*, January 19, 1942; March 7, 1958.

W.P.A. closed down the project, the library was moved to Montevallo and for a time, operated by N.Y.A. girls. Through the drama service, the college offered not only plays, ranging from serious drama to pageants for special occasions suitable for high or elementary schools, but also advice about scene and costume design, make-up, lighting, and any other kind of technical problem. A brochure summarized the various services by saying, "Alabama College has been pioneering in the field of drama for many years . . . conducting a playwriting contest, producing original scripts, offering counsel to teachers and groups, sponsoring this service since 1938. . . ." ⁸

High school girls were invited to Alabama College for career conferences to provide young women with information about vocations open to them. Beginning in 1934 during the presidency of Dr. O. C. Carmichael and under the aegis of the Business and Professional Women's Clubs with Dr. Hallie Farmer as the guiding spirit, the conference was an annual summer event until well into the 1950's. Approximately three hundred twenty-five students attended the conferences, the first of its kind in the South. This and later conferences attracted outstanding men and women as visitors and participants. Mrs. Chase Going Woodhouse, Director of the Institute of Women's Professional Relations (a liaison group between college and business) of Greensboro, North Carolina, was the outstanding speaker at the first conference; Miss Helen Vorhees, the vocational counselor at Mt. Holyoke, was the leader of the second one; Mrs. Ellen S. Woodward, Director of Women's Work Division, W.P.A., led the third, and other equally prominent women came for later conferences.⁹ The careers conference attracted wide attention throughout the South and many college presidents and deans came to the campus as observers. Among them were President Meta Glass, Sweetbrier; President L. H. Hubbard, Texas State College for Women; President Shelton Phelps, Winthrop College; Dr. M. A. Nash, a member of the Board of Regents, and C. E. Fair, Registrar, Oklahoma State College for Women; Dean Nellie Keirn of Mississippi State College for Women; Miss Katherine Scott, Georgia State College for Women; and Dr. Mary B. Brooks, from the State Depart-

⁸ Alabama College Newsletter, October, 1945; *Birmingham News*, February 16, 1940.

⁹ *Age-Herald*, February 29, 1936; *Birmingham News*, May 19, 1936.

ment of Education. The conferences followed a similar pattern of round table discussions, at which faculty members presided and outstanding business and professional women of the state led the girls into an understanding of the standards and opportunities in various careers.¹⁰

Closely allied with the careers conference for high school girls was a vocational advisory service for the women of the state inaugurated in 1940. In announcing the appointment of Miss Rochelle Rodd Gachet as director of the new service, Dr. A. F. Harman said, "Alabama women have long needed guidance in their employment problems and Alabama College as the State College for Women is favorably circumstanced to render this service to the people of the state." Sound vocational advice must be based on a thorough knowledge of the needs of the State and of the facilities for meeting the needs and of the opportunities for training for the jobs available. The vocational advisory service was to carry on research along these lines on a state-wide basis and to keep the information up to date. The chief function of their service was to put "the results of the studies and its advisory facilities at the disposal of Alabama women for application to their personal problems." The service brought together "the job and the trained women workers in a socially useful way," which tended to reduce unemployment.

Miss Gachet came to Alabama College from Arlington Hall, Washington, D. C. where she was director of admissions and a member of the faculty. She had formerly been on the faculty at Montevallo, however, as teacher of mathematics. She had left Alabama College when the United States entered the war in 1917, going to Washington where she did statistical work. Later she was associated with the Veteran's Bureau, the American Engineering Standards Association, a New York advertising agency and, for several years with the Alabama Power Company as statistician of the Sales Promotion Division. Miss Gachet, a Phi Beta Kappa from Newcomb College, New Orleans, held a master's degree from the University of Chicago in personnel work. By training and experience she was imminently qualified for initiating the new service.¹¹

¹⁰ *Age-Herald*, May 14, 1930; *Age-Herald*, July 8, 1934; *Montgomery Advertiser*, May 10, 1935; *Birmingham News*, June 2, 1937; *ibid.*, June 25, 1941.

¹¹ *Occupations*, May, 1944; *Alabamian*, December 11, 1939.

The services of Miss Gachet's department were available to individual women, to high schools, and to women's organizations which were contemplating a program of vocational guidance and was a forerunner of guidance counseling now found widely in the schools of the state. Miss Gachet made studies, published the results of her research, and directed the careers conferences until her retirement in 1949.¹²

In the Summer of 1941 Alabama College played host to an outstanding "School for Citizenship." Dr. Hallie Farmer, one of the organizers of the Joint Legislative Council and then its President, was responsible for the meeting.¹³ According to Dr. Farmer, the purpose of the School for Citizenship was four-fold:

1. To stimulate interest on the part of member groups in state government.
2. To educate member organizations concerning proposed laws to be submitted to the next session of Alabama Legislature.
3. To train legislative chairmen of member organizations in techniques and procedure best suited to secure the passage of needed legislation.
4. To give Alabama women interested in working for an improved state government a chance to get better acquainted.

The School of Citizenship was developed in answer to a need on the part of women for a better understanding of legislative procedure. As the government extended its controls in economic and social fields, the areas of living in which women are most interested, Dr. Farmer thought it important "that women learn how to get their programs enacted into law." The school's program included such practical topics as how to draft a bill and how to follow up and enforce a law once it was passed. They discussed food and drug legislation needed in Alabama, revision of child labor laws in the state, and the appointment of county superintendents of education.

Dr. Farmer was able to get outstanding public men and women in Alabama to participate in the three-day conference: Attorney Gen-

¹² Among the publications of Miss Gachet were reports on the student career conferences, "Careers with a Future," Alabama College Bulletin, October, 1942; "After High School—What?" Alabama College Bulletin, October, 1944.

¹³ The Council was, and still is, composed of the women's organizations in the state who combine their efforts in the council to get legislative action on their programs.

eral Thomas E. Lawson; Dr. W. D. Partlow of Bryce Hospital; Dr. George Marsh of the State Department of Agriculture and Industries; Commissioner William H. Ivey of the Department of Industrial Relations; Houston Cole of the Alabama Congress of Parents and Teachers; Miss Loula Dunn, Commissioner of the Alabama Department of Public Welfare; and Attorneys Handy Ellis of Columbiana and George Patterson of Birmingham.¹⁴

The "most unique and far reaching" conference held on the Alabama College campus was the Institute on Higher Education for Women held in the Summer of 1930. Beginning on June 19, for a crowded three-day session, educators from all the colleges of the state and from most of them in the Southeast, from both women's colleges and coeducational institutions gathered to discuss topics relating to new college programs and new curricula. An impressive list of speakers from the prestige colleges and women's organizations appeared on the program: Vassar, Smith, Stephens, Swarthmore, Syracuse, Institute of Women's Professional Relations, and others. Also attending were representatives of the American Association of University Women, Federation of Women's Clubs, Alabama Congress of Parents and Teachers, Alabama Writers' Conclave, Alabama Business and Professional Women's Clubs, and the Alumnae of Alabama College. Altogether, it was an imposing list. Of the conference Dr. Ethel Howes, Director of the Institute for the Coordination of Women's Interests, Smith College, said, "The real problem of women's education is in the establishment of the principle that women should work continually along the lines of their special aptitudes and training, keeping a normal family life. I believe this principle was understood and acknowledged at the conference which seemed to me to be a very unusual one in its grasp and clear-cut expression of fundamental ideas." Dr. Ruth Wheeler, Director of the Institute of Euthenics at Vassar, was outspoken in her opinion that the conference had been one of the "most interesting educational conferences" she had ever attended. Practically every speaker was an expert in his or her field, and their contributions were "the result of prolonged and enthusiastic experimental study of women's education along one line or another." The lines they followed were diverse, "yet there was evident unanimity of opinion that colleges can give women lib-

¹⁴ *Birmingham News*, June 19, 1941.

eral arts education which includes preparation for marriage and a useful foundation for gainful work." Dr. Wheeler was herself carrying on an experimental program at Vassar College in which she sought to work out a plan which would enable educated women to continue their professions after marriage and at the same time to maintain a normal happy home. This and other topics concerning homemaking, professional training, and continuing education appeared on the agenda. It is probably worthy of note that while the public and young women themselves were debating career versus marriage in 1930, the leaders of the conference were acknowledging the possibility of career and marriage. The honors course at Swarthmore and the Stephens College program brought forth much discussion. Dr. Carmichael, who had called the conference, considered it "the most significant ever held at Alabama College."¹⁵

A conference comparable to the Institute was held in 1950 to consider the question of "Status of Women in Alabama." Dr. Katherine Vickery was chairman of the planning committee and nearly every member of the faculty participated in the two-day conference in some way. It was the first such conference in Alabama. This meeting at the halfway mark of the twentieth century examined many phases of its subject—women in the home, in business, and in the professions.

Opening the conference, President John T. Caldwell said, "We are not concerned here with a do-good program to further the selfish interests of a special group in our society. Rather we are here to strike at a problem of underdevelopment of the world which has been aided and abetted up to now by the underuse of the genius and talents of half the human race—the women." Women themselves, Dr. Caldwell declared, hold the keys to the door of opportunity. "They must be willing to prepare themselves for responsibility; they must be willing to assume the burdens of reaching for and attaining responsibility and they must support each other in their successes, always putting the general interest first." It does the status of women no good, he continued, to support a woman simply because she is a woman, but it does help "to encourage and support the efforts of a qualified woman to move into a responsible place."

¹⁵ *Shelby County Reporter*, June 19, 1930, June 26, 1930; "Institute on Higher Education for Women," *Alabama College Bulletin*, July, 1931.

The remainder of the program was in much the same vein. Dean Catherine Cater, Alabama Polytechnic Institute, pointed out that in spite of the fact that there had been an organized women's rights movement for more than a century and the nineteenth amendment had been a reality for thirty years, too few Alabama women had attained positions open to them. Judge Lucy S. Howorth, Assistant General Counsel, War Claims Commission (a Mississippian, the only non-Alabamian on the program), gave the main address of the conference. Speaking to a large evening audience on "Southern Women and the Atomic Age," she said early in her talk that there would be very little "moonlight and roses" in her speech. Whatever that phrase had meant as a way of life was "blown up" by the first atomic blast, and a future filled with strange fears and uncertain promises loomed ahead, a future in which women had great obligations. But, she said, "life has never been easy for those who could think and feel." Yet she ended on a note of hope. The future lay not in mass destruction of mankind, she concluded, but in "the tall straight lines of glass and steel, rising on the rock of Manhattan, reaching to the stars." Through the United Nations "all peoples can learn to work together, to live together in the same world, in peace." They could, if women "do something about it." The other main speaker on the program was Lieutenant-Governor James B. Allen, who addressed the group on state government. Five forums discussed and debated: women as homemakers in Alabama, women in professions, in business, in government, and the legal status of women in the state.

In an excellent summary of the findings and conclusions of the meeting, Dr. Caldwell admonished those present that they "make sure that the conference does not end with these remarks." He urged that they use what they had learned "to promote the fuller use of women and their more proper reward." The college published the main addresses and made the reports of the seminars available to clubs and other women's organizations.¹⁸ Three organizations officially assisted with the conference: American Association of University Women, Alabama Division; Alabama Federation of Women's Clubs; and Alabama Business and Professional Women's Clubs.

Since 1923, the Alabama Writers' Conclave has held summer workshops on the Montevallo campus. This group, composed of both amateur and professional writers, meets to get inspiration and to

learn techniques from each other and from the featured speakers. In 1964, the group honored Dr. John Bennett Walters, Dean of the College, by electing him their President.

Many church groups hold their summer conferences on the campus, which offers not only adequate housing (some of it air-conditioned), but also beautiful shaded lawns conducive to group discussions, meditation, and early morning services. For many years, until the Methodist Church had its own conference grounds, the youth fellowship had its conferences at Alabama College. Among other groups meeting during the summer the Presbyterian men hold a weekend retreat on campus.

One of the interesting services the college offered was assistance to women's clubs of the state. Professor A. C. Anderson was the first director of this service; the last was Miss Laura Hadley who retired in 1957. Club programs of all kinds were made available to organizations, complete with bibliography and suggestions for speakers. The service was the same whether it was for a single afternoon or evening's program or for a whole year. Furthermore, any club woman in Alabama could at any time write the library to borrow books, a service which is still available. The service was widely used; ¹⁶ in one year alone more than one hundred thirty clubs used these services.¹⁷

As part of its instructional program, the college offered courses for college credit by correspondence for some thirty years. Courses were offered in art, biology, English, history, home economics, mathematics, modern languages, religion, education, psychology, and sociology. Alabama College also pioneered in extension work in the State and for many years held evening and Saturday classes in many centers over the State. Dr. H. W. James, Director of Extension, initiated the program in the Fall of 1926. The college offered that year courses in psychology, art, physical education, public school music, and methods in teaching English. The special fields of art, physical education, and music were unique among the institutions in the State and help to explain the popularity of the Alabama College classes. One or more classes were given that year in Birmingham, Atmore, Brewton, Columbiana, Calera, Greenville, Maplesville,

¹⁶ Alabama College Bulletin, July, 1951; *Birmingham News*, November 2, 3, 10, 1950; *Anniston Star*, November 2, 1950; *Post-Herald*, November 4, 1950.

¹⁷ *Minutes*, IV, p. 212, May 1, 1929; *Birmingham News*, March 3, 1932.

Talladega, Vincent, and Clanton.¹⁸ The program changed from year to year as the demand changed. However, in 1960, the college discontinued the extension service, not because there was no need for it but because the faculty had no time to teach the off-campus classes. Unlike many other institutions, Alabama College has never had an extension staff. It has used instead the regular faculty members who taught extension classes in addition to the on-campus loads. With an increased student body, they were unable to continue these extra duties.¹⁹

For several years, Alabama College offered as part of its extension work an outstanding service in parent education. The State Department of Home Economics agreed to pay the salary of a full-time person, who began work in September, 1930. The worker lived in Montevallo and the college paid her traveling expenses. In the first year of the program, Mrs. Pearl Crawford, the field worker, reached twenty-four groups which enrolled approximately nine hundred.²⁰

Members of the faculty have given their share of leadership to state and national organizations. Dean T. H. Napier, "that stout oak of the college," for example, served his church, the community, and educational and fraternal organizations well during his long years of service to Alabama College. Among his many services to the Methodist Church, he was a member, Vice-President, and later President of the Board of Christian Education of the North Alabama Conference and Chairman of the Survey Commission of Methodist Education in Alabama, 1932-1934; he was a member of the Alabama State Textbook Commission; he headed many studies for the Southern Association of Colleges and Schools and held active membership in almost all the professional organizations pertaining to education. In the life of the local community he was President of the Merchants and Planters Bank and Secretary to the Masonic Lodge; he held many posts of honor and responsibility.²¹

¹⁸ *Shelby County Reporter*, November 25, 1926; *Birmingham News*, August 19, 1928.

¹⁹ Correspondence between President Howard M. Phillips, Dean John B. Walters, and Dr. Charles L. Gormley, June, 1960. Files in Dean's Office.

²⁰ *Minutes*, IV, p. 244, May 23, 1930; *Minutes*, IV, pp. 278, 298, May 28, 1931; *Birmingham News*, August 8, 1930.

²¹ *Montgomery Advertiser*, October 10, 1946; dossier in the papers of Dean Napier; *Who's Who in America, 1952-1953*, p. 1780; *Who's Who in the South and Southwest*, I (1947), p. 478.

During two world wars, many faculty members and officers of the college served on draft boards, on bond drives, on salvage drives, and on patriotic committees. Others have been on editorial boards and edited journals. At the time of her death in 1962, Dr. Ethel Marshall was editor of the *Southeast Latin Americanist* published on the Alabama College campus. Dr. David Cotter edited the newsletter for the Alabama Academy of Science. In 1950, President Caldwell noted with pride that Dr. Charles Gormley was State Supervisor of Future Teachers of America; Miss Minnie Dunn was President of the Alabama Childhood Education Association; and Miss Laura Hadley was Regional Director of the National Council on State Legislation and editor of the *Newsletter* of the State Home Economics Association. Dr. Margaret McCall, Head of the Department of Health, Physical Education, and Recreation, held eleven positions in national and state professional organizations, among them the Presidency of the Southern District of the American Association of Health, Physical Education, and Recreation. Mrs. Virginia Barnes, artist, exhibited her work in many places in the East that year, as she has done regularly for many years. Miss Martha Allen and Miss Dawn Kennedy held many offices in various art organizations and also showed some exhibits.

It probably has been in the field of women's organizations that Alabama College's faculty has made its most telling contribution. In the State Business and Professional Clubs, for instance, Dr. Minnie L. Steckel and Miss Josephine Eddy served as state presidents; and others have served in district offices. Three members have been President of the Alabama Division of the American Association of University Women: Dr. Hallie Farmer, Dr. Katherine Vickery, and Dr. Lucille Griffith. These same three were on national committees: Dr. Farmer as chairman of the legislative committee, Dr. Vickery on standards and recognition, and Dr. Griffith on higher education. Dr. Farmer was first vice-president of the National Association at the time of her death and Dr. Vickery was vice-president (the highest office) of the five-state Southeast Central Region of the Association from 1963 to 1967. Several have served the State as chairmen and other officers; Dr. Maxine Davis and Dr. Lucille Griffith hold division chairmanships at the present time, and Dr. Besse Terry is Division Treasurer.

Dr. Katherine Vickery brought renown to herself and Alabama College in Kappa Delta Pi, national educational leadership fraternity. Having served in many lesser capacities, Dr. Vickery was elected president of the national organization and served from 1953 to 1958. Dr. Vickery is also an alumni trustee of Peabody College and has been active in state psychological associations and mental health organizations.²²

Dr. Hallie Farmer, whose name appears often in these pages, was the champion of many causes. A mid-westerner by birth, she came to Alabama College in 1927 after having taught in Illinois and her native Indiana and having received her Ph.D. degree at the University of Wisconsin where she studied under Frederick L. Paxson, an outstanding student of Frederick Jackson Turner of the frontier-thesis fame. She remained at Alabama College until her retirement in 1956, first as Head of the History and Political Science Department and later (1949) of the newly created Division of the Social Sciences, a combination of her own department and the Sociology and Economics Departments. In the State she gave leadership to women's organizations, particularly the Business and Professional Women's Clubs and the American Association of University Women, in both of which she held several offices. She was, in the words of a writer for the *Birmingham News*, "the undisputed champion of this state's politically-minded women." When Dr. Farmer "aimed her guns" on specific legislative reforms, repercussions were usually felt "from one end of the state to the other." Working through the major women's organizations, she "spearheaded more than one successful legislative crusade."²³ Both friend and foe will remember the work she did on the legislature-appointed committee to investigate the prison system and her drive for penal reform.²⁴ In 1953, she led a crusade among women to abolish the poll tax. The Legislature did not do everything women were asking for, but it did make reforms such as ending the cumulative feature of

²² *Who's Who of American Women*, I, 1313. Dr. Vickery, a native Georgian, was at Alabama College from 1922 to her retirement in 1968. After 1948 she was Chairman of the Psychology Department. Dr. Vickery received more votes on the alumna questionnaires as "outstanding" than any other professor then at the college.

²³ *Birmingham News*, February 15, 1953.

²⁴ She and Mrs. Mervin Sterne were the only women members of this committee which worked for months in 1947-48.

the poll tax law. The State Business and Professional Women's Clubs recognized Dr. Farmer's activity by naming her their first "Woman of Achievement" in 1954.²⁵

A firm believer in citizen participation in government, Dr. Farmer served two four-year terms on the Montevallo Town Council. When public affairs were not to her pleasing, she wrote letters to the legislators from her county and to the congressional delegation in Washington, and advised women's organizations to do likewise. "Write to your Congressman" was more than a by-word with her. For several years she was on the Bureau of Public Administration at the University of Alabama and was one of the founders of the Southern Regional Training Program, a cooperative program of the Universities of Alabama, Kentucky, and Tennessee for training young men and women for government positions. She served on the Alabama Hall of Fame Board when it was first organized and was coordinator of women's activities for civil defense in the years immediately before her retirement.

She wrote extensively on historical and legislative subjects. To the *Dictionary of American Biography*, published in the 1930's, she contributed some fifty biographical sketches; she published articles and book reviews regularly in leading professional magazines. Her *Legislative Process in Alabama* is considered a classic in its field.

Considered by her colleagues one of the strong members of the faculty, she received an honorary degree from Alabama College at her retirement. Of her students and staff she expected much, but also she gave them much.²⁶

Relations between the Town of Montevallo and the college, taken as a whole, have been cordial and cooperative. This desirable state of affairs has been due in part to the fact that members of the faculty have become homeowners or have established their permanent residence in the town. Many of them have become active in civic or other community affairs. Mr. C. G. Sharp of the Biology Department was long a member of the Town Council and Mayor from January 1, 1944, when Mr. F. P. Givhan resigned to enter the armed services,

²⁵ Report of the President, October 18, 1954.

²⁶ *Who's Who of American Women*, I (1958), p. 401. At her death in 1960, friends of Dr. Farmer established The Hallie Farmer Memorial Scholarship at Alabama College. It is given each year to an outstanding senior majoring in one of the social sciences.

to September, 1948. Dr. Hallie Farmer, the first woman on the Council, served two four-year terms, and at the present time Mr. Ralph Sears, Director of Public Relations, is on the Council. Dr. A. W. Vaughan, Head of the English Department, was the leading force in establishing the Community Chest and there usually has been a member of the college community on its board of directors. For about two years toward the end of World War II, Mr. W. M. Wyatt, editor of the *Montevallo Times*, was the director of the news bureau and general publicity man. Innumerable college people have been active in the affairs of local recreation, scouting, and drives of every kind. Church and other religious activities have been richer for the endless services of Alabama College faculty. Together with townspeople, they have joined in federated clubs, the American Association of University Women, Rotary Club, and other organizations. Townspeople have participated in the plays and other activities of the school and are invited to use the library and many other facilities. Partly in recognition of the interrelationship of town and college, the Chamber of Commerce sponsored a dinner for the community honoring President and Mrs. D. P. Culp on their arrival in the Summer of 1963.²⁷ In 1969, as part of the inauguration ceremonies for Dr. Kermit Johnson, they gave a similar dinner, attended by some two hundred-fifty people from Montevallo and Shelby County.

²⁷ Mayor W. M. Wyatt, Mr. R. C. Henderson. Conversations, September 29, 1964.

VII

Traditions, Institutions, and Special Events

At Alabama College, the school year is punctuated by a number of special events that are part of the traditions of the institution. As in most schools, they range from the scholarly to the ridiculous. Some are confined to the campus and others extend to the wider community. Some of them reflect the once all-girl composition of the student body. Some involve the whole community, others both faculty and students, and still others concern primarily students. Changing circumstances have caused students and faculty to drop some, add others, and change even others. It is the purpose of this chapter to describe some of these events, of both the past and the present.

Founders' Day

The first ceremonial occasion after the opening of school in the fall is Founders' Day. Having been celebrated every year since 1896, it is the oldest tradition of the college. On October 12, or the nearest convenient date, the college community holds some kind of observance, honoring the men and women whose vision launched the school, the alumni, a phase of the school's history, or some segment of the warp and woof of life at Alabama College. For many years (until 1939), it was Homecoming and it is still a time for many friends of the college to return to the campus. As long as he was physically able to travel, Colonel Sol Bloch was present for Founders' Day and always sat on the stage on "this auspicious occasion." When failing health kept him away, he always sent flowers for the stage. In 1963, Mr. Luther Fowler, of Columbiana, who once taught history at the school, was an honored platform guest.

The nature of the ceremonies has varied. At least two presidents, O. C. Carmichael and H. M. Phillips, were inaugurated on Founders' Day. The administration has used the date to dedicate major campus additions—Ramsay Hall in 1925, Hanson and Palmer in 1929, and Farmer, Fuller, and Myrick Halls in 1967, for examples.¹ In 1920, the sophomore class gave the program to celebrate the twenty-fifth anniversary of their school.² Willilee Reaves Trumbauer, Class of 1925, wrote the Fortieth Anniversary Pageant for 1936, and Dorothy Richey, a former faculty member, a more elaborate one for the Fiftieth Anniversary.³ In 1939, the Alumnae Association had charge of the program which was "reminiscent of the gay nineties when the institution was founded after years of agitation by noted feminists headed by Miss Julia Tutwiler." They did not use Reynolds Hall, the scene of the first Founders' Day, because it was being renovated by the W.P.A. for a college union building.⁴ Dr. W. H. Trumbauer, many years the director of the college theatre, gave two plays on

¹ *Minutes*, IV, pp. 241-242.

² *Minutes of the Faculty*, I, p. 184.

³ The latter was extensively edited and directed by Willilee R. Trumbauer and her husband, Dr. Walter H. Trumbauer.

⁴ *Montevallo Times*, October 5, 1939. Alumnae were engaged in raising \$4,000 to furnish the foyer.

October 12, 1934. One of them was his own composition, "What Can't Money Buy."⁵

The main feature of the observance, however, is usually an address. Leaders of business, state, education, and church have "graced" the occasion. In 1915, Fairfax Harrison, President of the Southern Railroad, made the address.⁶ In 1931, it was S. A. Lynn, Speaker of the Alabama House of Representatives.⁷ Many educators have been guests of the college at this time. In 1945, for example, State Superintendent of Education, E. B. Norton, spoke on "Higher Education in Alabama;" in 1931, Dr. Willis A. Sutton, Superintendent of Atlanta City Schools gave the address. In 1941, Founders' Day was on Sunday and all the churches in Montevallo were invited to hear Dr. George F. Thomas, Professor of Religious Thought at Princeton University.⁸

Several guests have used the occasion to speak about the college itself. Mrs. Charlotte Peterson spoke of the early days of the school with particular emphasis on the work of the second president, Dr. F. M. Peterson, her father-in-law. In 1947, on a Sunday afternoon, Dean T. H. Napier reported on a study he had made of the young women who had graduated from Alabama College—their performance in graduate school, their place of residence, their professional and occupational status. He pointed out, among many other things, that most of the alumnae had married and had established homes and at the same time had followed a profession. A Birmingham paper picked up this bit of information and headlined an account of the day's festivities with the caption, "Napier Says Montevallo Graduates Have Head Start in Husband Hunt."⁹ All who were present felt this was a wry twist to the contents of the address. Dr. Lucille Griffith "tried out" the first part of a history of the college, then in preparation, on Founders' Day, 1963.

Founders' Day is also investiture day. Seniors receive their caps and gowns at the end of the program, a practice begun in the 1940's.

⁵ *Alabamian*, October 9, 1934.

⁶ Minutes of the Faculty, I, p. 41.

⁷ Minutes of the Faculty, I, p. 205.

⁸ *Montevallo Times*, October 2, 1941.

⁹ *Birmingham News*, October 13, 1947.

The Dean of the College, who is in charge of the ceremony, uses the following time-honored phrases:

Will the members of the senior class please stand?

In accordance with a precedent established by the Class of 1942, the faculty of Alabama College is pleased to bestow a cap and a gown upon each member of the Class of 1969, and to authorize you to appear on the campus in academic costume on all appropriate occasions. This privilege may be enjoyed by you until your degrees are conferred, when, according to universal custom, you will be eligible to appear in cap and gown on and off the campus as a result of your own achievement.

On behalf of the President and the faculty I hereby bestow on each of you in the person of your President a gown and present you with a cap. May you wear them with pleasure to yourself and honor to the college.

Will the members of the class please repeat after me that following pledge:

In full consciousness/ of the trust and responsibility/ signified by the bestowal of this cap and gown,/ I do hereby pledge myself/ to uphold to the best of my ability/ the faith manifested in me/ by Alabama College.

Many Founders' Days have required an academic procession by the faculty and one has become customary in recent years. Seniors line the walk in front of Palmer Hall, the women in white, the men in dark suits, both holding their gowns and caps on their arms, as the faculty in academic regalia file in. This is the first opportunity for many students, and especially the freshmen, to see the faculty in full academic dress.

College Night

The most honored and beloved tradition at Alabama College is College Night. It has no rivals for first place in the affection of students and former students who consider it their own unique contribution to the academic world. College Night is a public performance given by two sides, the Purples and the Golds, on dates near George Washington's Birthday. The whole production is a student affair. The program varies but includes music, drama and dance, all of which are written, composed, designed, staged, costumed, directed, and performed by members of the rival teams. There is a faculty committee to oversee the event, but its members pass only on the script and otherwise act in an advisory capacity. While this has been true for many years, it has not always been so. It is rumored that

there was once great rivalry between members of the faculty who, as advisors to the sides, were reputedly stifling student initiative. During Dr. Carmichael's administration, he asked that faculty no longer participate actively in College Night.

College Night has grown into a three day performance which attracts visitors (including alumni) from all over Alabama and adjoining states. In recent years, it has become the time for Homecoming (1940 was the first year) and the activities have broadened to include parties, an alumni luncheon, tea, the presentation of the alumni-of-the-year, a basketball game, and a stag dinner in addition to the item of central interest, the performance itself. It now plays to capacity audiences for three successive evenings.

The origin of College Night is closely associated with the transition from a secondary school to a college. The Class of 1919, observing that "now that our school is becoming a college, we have begun to take up college stunts," held a College Night, the first, on March 3. With rare prophetic vision, the students predicted that "it will probably become a custom for all succeeding years."¹⁰ Many accounts of College Night give 1920 as the beginning date, but there are so many references to it in the 1919 yearbook, that 1919 seems unmistakably the correct date. In fact, the Student Government Association considered it of enough promise to include it in the next "By-Laws and Regulations." College Night, the *Handbook* read, is to be observed the first Monday night of March of each year, "under the direction of the Executive Board." All classes were invited to take part in the contests scheduled for the evening. The winners were to receive prizes.¹¹ Mattie Lee, later Mrs. N. E. Snuggs, gave the "Senior Toast" to the new occasion:

SENIOR TOAST

Here's to the origin of College Night
To all who make our College Night;
The faculty, officers, and students
We have always known that we loved you,
But as yet have never told you,
So here's to you all, tonight, good friends,

¹⁰ *Technala*, 1919, p. 26.

¹¹ Constitution—By-Laws and Regulations, Student Government Association, A.G.T.I., 1919. Miss Mary Goode Stallworth is the faculty member who got College Night started.

And I come with Green and White
And drink to you, love and loyalty,
In the name of Class, '19.

While participants in that first College Night would hardly recognize the performances of the 1960's as the tradition they started, there has never been a clear break with the past. New features have been added, old ones deleted; new rules adopted and old ones revised so that College Night has been in a fluid state during much of its life. That alumni consider it the most lasting of all the institutions on the Montevallo campus probably says much about the degree to which it has changed with the years.

Oral tradition has it that College Night began as a celebration of Washington's birthday. Holding a celebration or observing a birthday or some other special event was as old as the college. Halloween, Thanksgiving, Christmas, Washington's birthday were favorite times to have stunts, skits, songs, tableaux, drills, and other forms of entertainment dear to the heart of the teenage girls in the early 1900's. But the one held on March 3, 1919, was different. As one looks at it from the vantage point of forty-five years, it appears little different from other impromptu events, but for the participants it was special indeed, an evidence of the degree of maturity the school was attaining.

The first College Night loomed so large in the minds of the participants that there are several contemporary accounts and vivid memories recalled long afterwards. Even a copy of the program has survived the years, tucked away in President Palmer's files. The program was divided into four parts, each given by one of the classes.¹² The senior part of the program included an original poem, entitled "Spirits" by Bonnie Pittman of Dothan, but given by Jimmie Partridge of Russellville. An original toast was written by Mattie Lee of Stroud but given by Eva Glenn of Dothan. The drama feature was an impersonation entitled "A Girl's Four Years at A.G.T.I." Act One:

¹² The classes are designated as senior, junior, sophomore, and freshman but the classifications are confusing because only two years of college work was being offered at this time. The freshmen and sophomores, therefore, were really high school juniors and seniors. When another college year was added, one group could find itself with the same designation for more than one year. Such was the luck of the Class of 1922 which was classed as "juniors" two years. Evelyn Scott Joyal to Lucille Griffith, January 30, 1963.



College Night



College Night



College Night



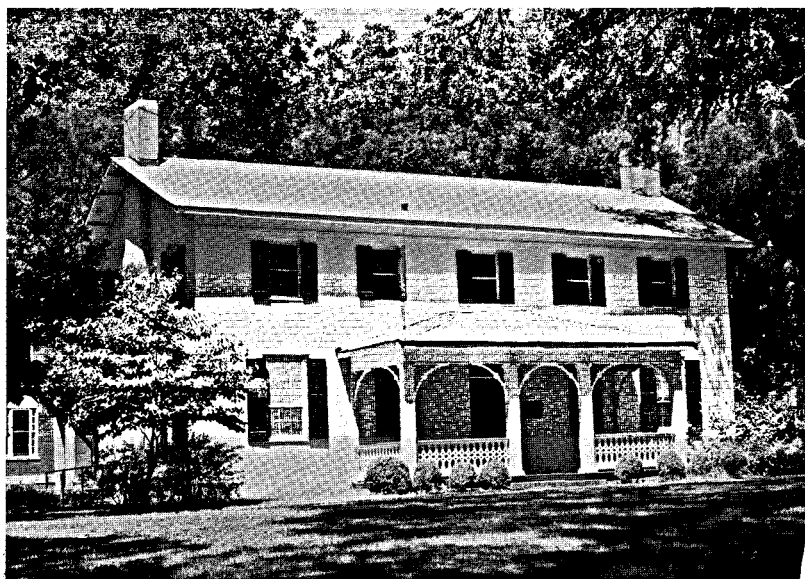
College Night



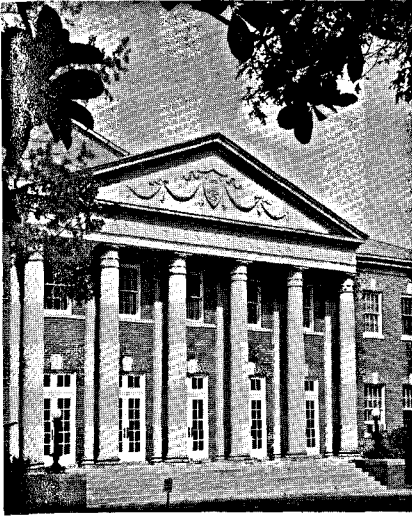
College Night



College Night



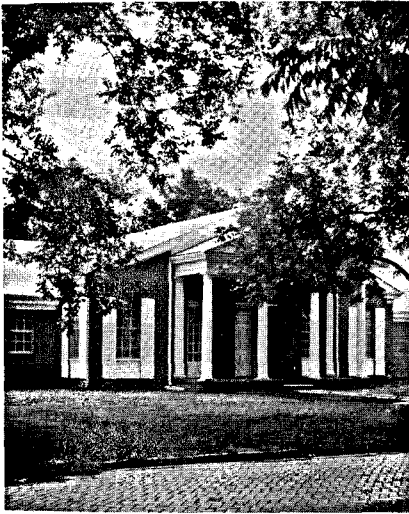
King House, built 1823



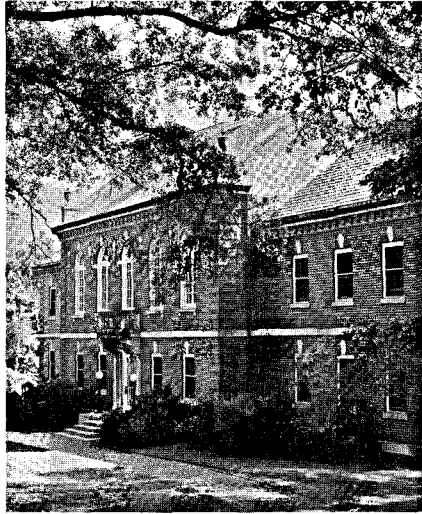
Palmer Hall



Carmichael Hall



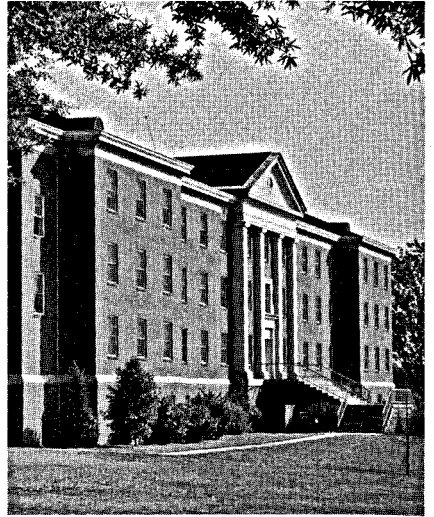
Hill Hall



Calkins Hall



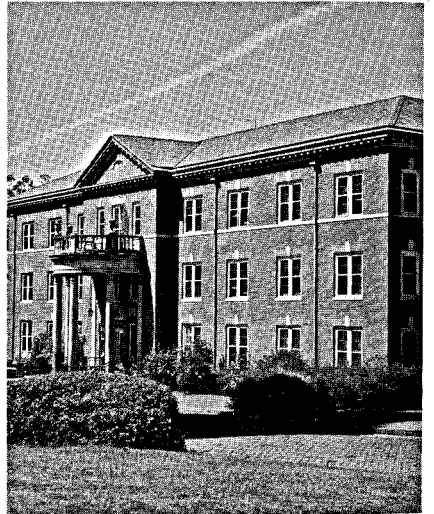
Napier Hall



Fuller Hall



Tutwiler Hall



Ramsey Hall



Henry Clay Reynolds, 1896-1899



Francis Marion Peterson, 1899-1906



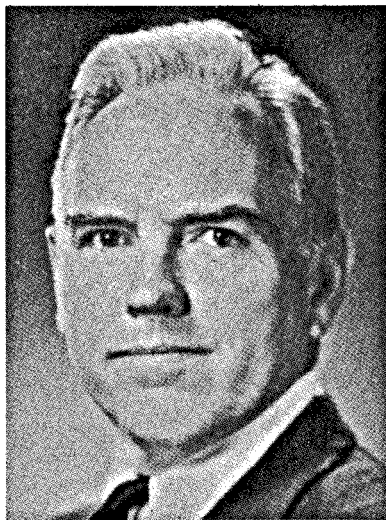
Thomas Waverly Palmer, 1907-1926



Oliver Cromwell Carmichael, 1926-1935



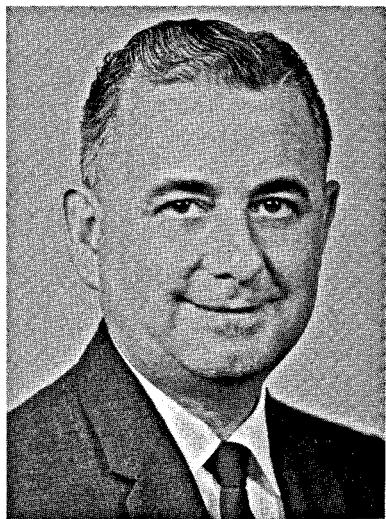
Arthur Fort Harman, 1935-1947



John Tyler Caldwell, 1947-1952



Franz Edward Lund, 1952-1957



Howard Mitchell Phillips, 1957-1963



Delos Poe Culp, 1963–1968



Kermit Alonzo Johnson, 1968–



Flowerhill, Presidents Home



Governor Albert Brewer, signing act creating University of Montevallo, May 14, 1969



Exit Alabama College

Freshman—"Ignorance is Bliss," Eloise West, Uniontown; Act Two: Sophomore—"She Stoops to Conquer," Dora Ashhurst, East Tallassee; Act Three: Junior—"The Path of Thorns," Ulma Lee Benton, Siluria; and Act Four: Senior—"To Have and to Hold," Minnie Cross, University. The original song, "In 1919" began "Here We Are, We Merry Girls, The Merriest You Have Seen."¹³ Minnie Cross, president of the class, was mistress of ceremonies and probably coordinator of the program. Minnie McGowan of Brewton presided at the junior class program which included an "unoriginal" poem by Maude Bibb of Elmore, an original toast by Theresa Cory of Birmingham, an original class song and an impersonation, "A Duet by Mme. Louise Homer and Alma Gluck" by Lonnie Mae Cathcart of Rehobeth and Mary Pharr of Catherine. The sophomore program, presided over by Camille Dowell, Montgomery, followed the same pattern. Lucille Crabtree of Coker wrote the poem; Lula Palmer, young daughter of the President of the School, gave the toast. Four girls participated in the impersonation of the Katzenjammer Family: Agness McMillan, Orrville; Marguerite Lipscomb, Carbon Hill; Mary Catherine Legare, Watsonia; and Louise Darwin, Huntsville. The freshman president was Lucy Stubbe of Sheffield; the poet, Eloh Brewster of Edgewater; the toast-writer, Bill Bandy of Montevallo; the musician, Tulley Bordon of Piedmont; and the actress, Ellen McMillan of Wylam who gave an impersonation of Cardinal Gibbons.¹⁴

We get an insight into the spirit of the occasion, missing in an outline of a program, from a poem entitled "College Night."

COLLEGE NIGHT

'Twas College Night, and all through the halls,
Every creature was stirring and answering calls.
Here, girls borrowing stockings, a shirt waist or two—
A sash or a skirt—just anything would do.
Upstairs and downstairs, they all came and went,
Dolling and primping for the coming event,
Much giggling and whispering made an incessant roar;
And you knew that for all a good time was in store.
The dining room, vast, was a wonderful sight,

¹³ *Technala*, 1919, p. 20.

¹⁴ The typed copy of the program is in President Palmer's papers, Alabama College.

With streamers a-flying, and candles a-light.
 Mrs. Jenkins has been most thoughtful and kind
 To prepare the good eats on which we soon dined.
 Programs were arranged for a night of surprise,
 With judges appointed to give out the prize.
 The green little Freshmen were the first to take part,
 With a song and a poem and a toast read "by heart."
 Then the Sophs, who vainly for glory did seek,
 Although their "cute" stunts were extremely unique.
 The Juniors, so jolly, did wondrously render
 A program brimful of glory and splendor;
 From Homer and Gluck, who sang like two birds,
 To a song with original music and words.
 In the honest opinion of the just and the wise,
 This said Junior class deserved well the prize.
 Just try to imagine each Junior's elation
 When after the show she received her carnation.
 Then the Seniors presented their acts, tres jolie,
 And the judges were wan, we could all plainly see.
 And when they, the victors, took the prize of the night,
 The Juniors decided perhaps it was right;
 As glories, for Seniors, would soon be passe,
 While Juniors look forward to "that future day"
 When they, as Seniors, in Red and White bowers,
 Will plan better stunts and win fairer flowers.¹⁵

College Night of 1920 was also given by the four classes and, as in the previous year, presented in the dining room on an improvised stage. This year the junior class won. The colors of the winners were black and gold, which the members of the class used to decorate their allotted areas of the dining room. The decorations for the occasion one member of the junior class remembers vividly. "Our section of the dining room," wrote Evelyn Scott Joyal of the Class of 1922, "was decorated with black wire waste baskets, hanging from the ceiling above the tables, filled with daffodils sent from home the afternoon of College Night." The sophomores, whose colors were purple and white, made a "lowered ceiling over their tables with artificial wisteria borrowed from a Birmingham Country Club Ball Committee." The freshmen used crepe paper streamers to carry out their green and white scheme. The senior tables were vivid with red

¹⁵ The poem is signed A.L.L. '20, who is probably Annie Laurie Larkins, junior reporter for the *Technala*. *Technala*, 1919, p. 28.

and white crepe paper decorations and a small center piece of "bought" carnations. The table set up for President Palmer was a joint effort of all the classes and decoration "was done with millions of violets picked on the campus and a few daffodils borrowed from the juniors to carry out the school's colors, purple and gold." Altogether the dining room looked like a veritable fairyland.¹⁶

Purple and Gold, as designations for the rival teams, were first used in 1921 as a part of the celebration of the school's twenty-fifth birthday.¹⁷ Ora Swann of Marion, a college sophomore, was the Purple leader.¹⁸ Lillian Sharpley of Birmingham, a college freshman, led the Golds to victory.¹⁹ Miss Sharpley remembered vividly the triumph of that evening. "We did have a dandy program, as I remember it," she wrote to the *Alabamian* in 1931.

The feature consisted of a series of flashes into the various activities that went to make up the Montevallo spirit. Each scene depicted a group at some activity, classes, Y.W., gym, clubs, etc. (sometimes humorous skits, sometimes artistic presentations), and at the end of each scene someone in the group deposited the "spirit" thereof into a great cauldron at the front of the stage. At the conclusion of the scenes, Father Time stirred the cauldron and, amid fire and smoke, the 'Spirit of Montevallo' rose from the cauldron and gave a toast to our Alma Mater. It's queer, but I can remember that toast now:

I drink to you Alma Mater
A toast that is true and sincere,
With wishes and hopes a thousand fold
For your progress year after year.

¹⁶ Evelyn Scott Joyal to Lucille Griffith, January 30, 1963. Mrs. Joyal's letter contains much the same information she wrote to the editor of *Alabamian* in 1931. See the February issue, "What is College Night?" This article has become a classic and has been reprinted in its entirety or in parts several times.

¹⁷ As further observance of the date, the yearbook contained several special features, including Miss Kennedy's history of the college and a list of all the people who had served on the faculty from the beginning.

¹⁸ The *Technala* said of Miss Swann, "Ora is a girl one can always go to for sympathy and assistance when one gets into trouble. She is a true friend and well deserves the honors she now holds in our college. As to her reputation—well, she has one. Ask anyone who has ever had a ten minutes talk with her." She was an honor student as well as a member of the basketball team, the *Technala* staff, and an officer in the Student Government Association.

¹⁹ Before her sophomore year was over, she had a Philadelphia, Pennsylvania, address and her picture does not appear in the 1921 yearbook except in groups. Since she did not graduate from Alabama College, it may be assumed she transferred to a school nearer home.

May true glory spread around you
 And the standards you uphold
 Fail not, as the years bring honor
 To the purple, and the gold.

"We all thought it rather splendid and certainly our pleasure in it was unlimited." ²⁰

These first performances were held in the dining room on an improvised stage. Here College Night remained until 1927. That year the first performance, given on February 23, was also in the dining room and was mainly for the students, but a second performance for the public was given in March in Reynolds Hall. It must have caused some consternation among the leaders that the decision as to the winners was reversed. The judges decided that at the first performance the Golds won; in March, the public voted in favor of the Purples.²¹ College Night productions were held in Reynolds Hall until the completion of Palmer Hall in 1930. The students played to an overflow audience there from the first and within two years the program was extended to two performances. In 1950, when Mildred Wooten was president of the Student Government, the present practice of three performances was begun.²²

In the early days, the winning side received a prize which it in turn presented to the college. When the judges could not decide between the juniors and seniors in 1920, the rivals gave the immense college banner to their Alma Mater. This banner was hung over the assembly hall door as "an emblem of good fellowship of the Classes of 1920 and 1921." ²³ In 1923, the prize, won by the Golds, was floor lamps which were placed in Main Dormitory foyer. In the early days, there was no admission charge and the prizes relatively simple. With more money available after the performances were moved to proper auditoriums, the gifts were more elaborate. In 1934, for example, College Night money was used to purchase the massive

²⁰ *Alabamian*, February, 1931. According to the 1921 *Technala*, this is only the first and third stanzas of the toast.

²¹ *Alabamian*, February 12, 1935. Mrs. Trumbauer says that it was Dr. Carmichael's idea to let the public vote the second time.

²² College Night programs, Alabama College Library; *Alabamian*, February 23, 1932, February 12, 1935. Usually, the Negro employees of the college were guests at dress rehearsal so that in actual practice there were four successive evenings of performance.

²³ Lillian Sharpley in *Alabamian*, February, 1931.

lamps for the front entrance of Main. The next year with the country in the depths of the depression and all schools short of money, student leaders began the practice of giving the proceeds from College Night to a scholarship fund. That first year the sum was \$1,150.00. While the Purples and Golds still have the right to designate how the money is to be spent, for many years they have voted to put the money into the general scholarship funds.²⁴ The performance is dedicated to some group or individual, a practice apparently begun in 1926 when Mrs. Thomas W. Palmer was the recipient of this honor.²⁵

While College Night is still College Night, the organization and procedures have changed with the years. The practice of choosing an assistant leader for each side, begun in 1926, was changed in 1963 when co-leaders—a boy and a girl—headed each side. The leaders are now chosen in December, and writers and musicians selected soon thereafter, although actual work by the sides is not begun until the first of February or immediately after the end of the first semester. For many years, students had no choice of sides, but were chosen by the leaders who took the school roll and divided the students, one taking the even numbers and the other the odd numbers. This was considered a good practice because, by making it highly improbable that one person would remain on the same side during her four years at Alabama College, it made College Night rather than the sides the important focus. In later years, the choice has been in the hands of the individual students. While Alabama College was a women's college when the students, except for a handful of town girls, were residents on the campus, almost every student was an active participant.

The program itself has changed with the passing of time. After early experimentations, the evening's activities almost uniformly included from each side, a toast, a pep song, a slow song, a stunt, and an impersonation, interspersed with music from former years and rallying cheers, either time-honored or newly composed. Somewhere on the program, both sides joined in "We Will Sing for Montevallo" just as they did in "The Star Spangled Banner" at the

²⁴ A. F. Harman, Annual Report, 1940-1941; *Montevallo Times*, February 8, 1934; *Shelby County Democrat*, March 1, 1934.

²⁵ A list, as complete as possible, of dedications is in the Appendix.

opening. The pep song, the stunt, and the toast were original compositions but the impersonations and slow, or serious, songs were adaptations of themes from literature and music. Take the production for 1937, for example. The Gold impersonation was "A Fantasy of the Gypsy Violin," a Gypsy legend adapted for presentation by Virginia James and Betty LeBaron. The Purple impersonation, "The Story of Noam" came from *Arabian Nights*. The same musical theme, "Good People All" (words by Goldsmith and music by Handel) was used by both sides for arrangements for glee club. Jane Howell did the arranging for the Purples and Jimmie Wills for the Golds. Gradually toasts were dropped, and impersonations became adaptations in 1941 and dramatizations in 1942. Changes came only gradually until 1950 when student leaders and faculty advisors decided that College Night needed a unifying theme. Each part of the program, they said, was interesting and often original and even artistic, but had no relation to the other parts. It was decided, therefore, that each side would give one "production" into which all slow songs, pep songs, drama, comedy, dance, or any other feature would be integrated into one piece. Consequently, it was with more than the usual nervousness that everyone looked forward to the "new" College Night that year. Mildred Wooten, as President of the Student Government, guided the experiment with Elizabeth Milton and Judy Cheape as Gold leader and assistant leader, and D. D. Wesley and Alice Creel as Purple leader and assistant leader. The Golds presented a drama in three acts, "Boulevard of Broken Dreams" which had an impressive overture. "Mo-dern Women," the Purple production, was a comedy. The experiment was considered successful enough to follow in succeeding years. Critics of the system point out, however, that often there is such great diversity between the two productions that it is very difficult for the judges to decide on merit. Probably a more serious difficulty is that in the short time (four weeks or less) that the students have to work on the program, there is simply not the time to work out a sustained theme, but at least this plan is still in use.

One of the most persistent questions when Alabama College became co-educational was "what will happen to College Night?" For a time, it looked as if nothing was changed. Men, generally, were inclined to look askance at what appeared to be musical comedies,

peopled by creatures out of fairyland or a dreamworld and, if not actually boycotting College Night, did little to become active in the all-campus program. To be sure, Bobby Harrison was assistant Gold leader in 1960, but it was probably Clint Mills more than anyone else who convinced his fellows that College Night was for men, too. Anyone who saw Clint appear in the midst of flashes of lightning and peals of thunder, fire, smoke and brimstone as his Satanic Majesty in "The Man in the Red Flannel Suit" (1959) will remember that it was not a role for a timid soul. Ray Borders, as Caesar in "Of Lions and Lovers," (Purple production of 1960) furthered the notion there were he-man roles in College Night.

All kinds of near catastrophes have happened to College Night. Numberless leaders can remember the time the star became ill at the last moment and a substitute had to be found immediately and coached frantically overnight for a part it should take weeks to learn. Or the numerous times the script had to be rewritten when it appeared less than adequate at dress rehearsal. Or the time in 1936 when the performances had to be postponed to March 6-7 because of the flu epidemic—"a purely precautionary measure."²⁶ Or in 1957 when the Palmer stage curtain fell at the beginning of the Purple production and the stage crew nonchalantly went about their business and the audience thoroughly enjoyed seeing the "behind-the-scenes" operations.²⁷ Or the many times when dress rehearsal was at hand and the production was far from ready and the leaders petitioned for an afternoon free from classes for a full rehearsal, a request usually granted until the number of commuters and other non-participants became so large that it was felt that the whole school should not be interrupted even for such a time-honored institution as College Night.²⁸

In a two-page spread, the *Alabamian* for February 13, 1953, caught some of the excitement, rivalry, and spirit of College Night. Vera Stevens, in an article "Peeking in on the Purples" said of her side "... Yes, it's fine times we Purples are having, with all our pep meet-

²⁶ *Alabamian*, February 25, 1936.

²⁷ The children in the audience were thrilled with the accident!

²⁸ The first mention of College Night in the minutes of the faculty was on March 12, 1924, when a request was made for a Monday off for preparations. The secretary of the faculty recorded that since Monday was no longer a holiday, the free time seemed necessary. Minutes of the Faculty, I, p. 244.

ings, working hours, et cetera—which all adds up to a state that we're on the ball and raring to send Leo packing back to the jungles . . . and the Purple cow shall take her rightful place as queen of Alabama College. At least that's the opinion of a Purple. . . ." But, whoever wins, the article ends, "Yea, College Night!" In "What Gives With the Golds," Babs Baker spoke in much the same tone. "Color Conscious?" the article began, "You couldn't help but be. You've chosen your side, signed up, and are in the race as well as anybody. Pep rallies, cabinet meetings, rehearsals, legal cuts, its a great life we Golds lead in February, a competitive life, with an air of secrecy and mild (or wild?) excitement. Oh! It knots a feeling of closeness and though the campus is divided in a sense, we're really 'one,' working together for the greatest three night performance yet." If you have a good strong back, "beautiful" tonsils and can yell, or can work like mad, Miss Baker said, there is a place for you to be an active Gold. The moral of this story was, "live by the golden rule"—and that applied to "the side which glitters too, but ain't Golds." Hurrah for College Night!

Out of all this, what is College Night? Many students have tried to put it into words that would convey the excitement to the reader. "College Night is a tradition at Alabama College," said the student newspaper editorially, "and one which welds the school together in a united effort toward one objective. It is one of the things that makes our memories of the school here pleasant. It is the occasion upon which every graduate wants to return at least once after she becomes an alumna. This night of all nights throughout the year best emphasizes what we mean by college spirit."

"There is nobody who has ever experienced College Night," the article continues, "who can deny that school spirit is rampant on such occasions. This night of glory gives us what the universities get out of a football game or any other sport event which they deem important. . . . This binding together gives a student a sense of belonging which is important. . . ." ²⁹ "If you have never lived through one," a former leader wrote in 1931, "never cried, laughed or sweated through one, know this. It is the crest of the wave of college spirit. It is the peak entertainment in every activity on campus. It is the high spot that will stand out in your mind as meaning col-

²⁹ *Alabamian*, February 4, 1944.

lege when all the rest has faded." That's what College Night is, and thousands of former students will agree.³⁰

For many people, both those who see College Night for the first time and those who as participants give so unsparingly of their time and energy, the most important facet of the production is its creativity. They see it as a good example of what a group of amateurs in a few short weeks can create. President John Caldwell noted this in his annual report to the Board of Trustees:

One cannot observe the creative work of the students at Alabama College, [he wrote] without getting the feeling that a vast storehouse of human talent is everywhere only partially exploited to make life more beautiful, more exciting and more harmonious. In painting and design, in writing, in the dance, in dramatics, in musical composition and performance, or in putting on a party even, we get glimpses not only of the particular student, but of the human race and all its glorious possibilities. Perhaps that is the secret of the pride with which these girls present their "College Night" and say "This is ours. This is what we ourselves created. This is our best." It may well be that education will make its highest contribution to mankind when and only when education is thoroughly and shall I say uncompromisingly, creative, designed to allow the student to use her talents, to fit them as the environment required but also to contribute them to the molding of a finer environment. This is the antithesis of regimentation. Nor is it anarchistic. It says, as do the students at Montevallo on College Night, "By lending my best, creatively, to the work of the community, cooperatively, we all achieve the magnificent symphony of social living." The past leaders of the college have set the stage for thrilling achievements in this community of scholars. The essence of those achievements will always be the graduation of girls who for having lived here are fit persons to make homes and build neighborhoods in a free society.³¹

May Day

For about twenty years, May Day was an important spring function. In fact, many students remember it as second only to College Night. Until the last year or two of its existence, it was the responsibility of the Senate, but it was a cooperative effort of the music, drama, and physical education departments.

³⁰ *Alabamian*, February, 1931. On the more than 100 questionnaires returned by alumnae, College Night is far ahead of all other answers to the question "Can you recall an outstanding event or incident?"

³¹ Annual Report, 1950, p. 14.

May Day began in 1925. It had its beginning, however, in connection with the spring music festival which had been in existence at least two years before this date. It proved to be so successful that within a week students were expecting it to become an annual event.³²

The pageant was held on front campus. Pictures of the thrones (there were five of them—one for the queen and one for a princess from each class) show the columns of Main Dormitory in the background. Appropriately, the Queen of May Day was Lucy May of Montevallo. She was chosen by popular vote of the student body who thus honored her because she ranked high in scholarship, in student activity, and as a "girl with a real purpose and aim."³³ In the opinion of the students, it was the "highest compliment they could pay her." The queen was dressed "regally" in a gown of orchid satin trimmed with pansies of purple and gold. Hazel Black of Ashland, President of the Senate, placed a crown of purple and gold pansies on her head. Each class princess, attended by a court of about four, had a throne placed to form a square about the queen's. All the principals carried bouquets of roses, sweet peas, and other summer flowers. After the procession to the thrones, the queen and her court were entertained by a program of song and dance.

By 1929 a few new features had been added. The queen (who this year was Alice Lowery) was attended by Best Citizen, representative of "leadership, unselfish service and sincerity of purpose." Best Citizen this year was Eloise Lee of Gadsden. Virginia Pearson added to the merriment as Court Jester. The theme this year was a collegiate year at Alabama College which probably was played in such a manner that the jester added much to the merriment.³⁴

One of the most elaborate May Days was that of 1932. The queen was Margaret Allen Wallis, a speech major from Talladega. Already she had been editor of the *Alabamian* and President of the Student Government. In the *Technala* of that year, she is listed as the most popular student and one of the beauties. Best Citizen, also chosen

³² Pictures of the queen, princesses, and other members of the court, taken by Mrs. Alice Yeager of Montevallo, appeared in the rotogravure section of *Birmingham News*, June 14, 1925, and *Alabamian* of May 9 devoted much of the front page to accounts of various functions of the day.

³³ *Alabamian*, May 9, 1925.

³⁴ *Alabamian*, May 16, 1929.

for scholarship, sincerity of purpose, and participation in campus activities, was Sara Stevenson of Roanoke. She, like the queen, had been on the honor roll for four years. In campus leadership she had been President of the Y.W.C.A. and of the Methodist student group. She had been voted by her fellow students as "most versatile."³⁵

Both the outgoing and incoming presidents of the Senate were in charge of the ceremonies. Hasseltine Stallworth of Beatrice and Catherine Weaver of Decatur expected the success of the festivities to depend more on "the unity and participation of the classes rather than on costumes and staging." They had as their goal the "most elaborate and effective May Day ever presented" on their campus. As in earlier years, the scene was front campus; the queen's throne was near the sundial. At the opening of the program, the four classes were stationed at "approximately four sides of the campus"—the freshmen coming from the front of Reynolds Hall, folk dancing on the green. At the completion of their dances, they called to their "sister" class, the juniors, who responded from Palmer Hall. The sophomores contributed to the program by "singing in chorus" from Calkins Hall. Then the junior and sophomore classes filed down the walk and took their positions along with the freshmen before the throne. Then all three classes turned toward Main Hall, raised their hands and called to the seniors on the balconies. The senior class responded with a song and came down to march through arches formed by the sophomores and juniors who stood in a double line from the throne to the central gate. When each class had gone through the double line, it moved into the background. The sophomore honor group formed the line through which Best Citizen approached the throne. They were followed by the senior honor group, carrying garlands of flowers. There was, as it is evident, much shifting of position. All was designed to get each group into its right position near the throne, there to await the queen's arrival.

The queen and her eight attendants arrived on a float at the center front gate. The attendants, dressed in pastel organdy, preceded her majesty up the walk and knelt in double line as she passed. Best Citizen, representing Alabama College, crowned the queen. After more presentation of garlands, the court was entertained by

³⁵ *Technala*, 1932; *Alabamian*, May 3, 1932.

four maypole dances. Nearly every one in the student body was in the festivities in some capacity.³⁶

May Days varied in theme and location. In 1931, for example, the whole program was centered about incidents in Lafayette's visit to Alabama in 1825; in 1937, when Dorothy Davis of Andalusia was queen and Sarah Kyser of Selma, Best Citizen, "Court of Spring" was the theme. The next year, 1938, the program featured dances and traditions of the Colonial South. The glee club sang Negro spirituals. The scene also varied. Some years the ceremonies were held on the playing field near the gymnasium, others in the amphitheatre, still others on the expanse of lawn east of Comer Hall and one very nice performance in the valley now covered by the lake. The last one was behind Calkins Hall.

May Day is no longer observed. The last one on record was in 1944 when Louise Lovelady of Montevallo was crowned queen in a United Nations setting. Annie Louise Boggs of Birmingham was Best Citizen. The music and dances carried out the international theme and United Nations flags, loaned by Pizitz in Birmingham, gave the setting.³⁷ Because of transportation difficulties, shortages of materials, and a streamlined college program during the last year of World War II, May Day was dropped. For some years there had been a feeling on the part of some of the departments that it required too much work too late in the year; therefore, when wartime restrictions were removed, it was not revived. Thus died, without fanfare, an honored tradition, loved by many.

Elite Night

Students and faculty at Alabama College, almost from the beginning of the school, picked their best or most representative students for honors. The method of doing it has changed over the years, but the practice continues. While there were notices in the press and in the yearbooks of a student being chosen for an honor, it was not until 1922 that the yearbook carried a feature section and even then it contained only pictures of beauties. It is not clear how the beauties and members of the "Hall of Fame" were chosen in those early days.

³⁶ *Alabamian*, April 19, 1932.

³⁷ *Alabamian*, April 21, 1944. That year Lambda Sigma Pi, senior honorary society, sponsored the event.

The best available information indicates that a committee of students and faculty made the nominations and the students voted on the slate. Apparently it was done without fanfare. In spite of its rather obscure background, it has become a major event on the college calendar. Sponsored by the staff of the yearbook, it is now called Elite Night.

Elite Night began in 1933 when it was heralded as a "new thing on campus." Its primary purpose was to provide a better method of holding the elections for "Who's Who," which in the past had "received and partly deserved a great deal of criticism of the limited time given and the unfairness of the methods of nominating and voting. Marjorie Goff was editor of the *Technala* that year. She hoped she could make some changes. She hoped the students would give careful consideration to the new method of making choices. Under the new system, any person in school could be nominated, she said. There were five simple rules to follow:

1. Each nomination, accompanied by fifteen signatures, to be placed in the ballot box just outside the post office.
2. Nominations would be posted daily on the elite bulletin board just outside the post office.
3. Each person may be nominated for only one title.
4. Nominations must be in by Monday evening, November 27, at 6:00 p.m.
5. Nominations will remain on the bulletin board until the evening of December 9, at which the election will take place.

The editor pointed out that with six days for nominations, a week in which to "politic" and a bulletin board as a constant reminder, there should be satisfactory elections.³⁸

Elite Night was on December 7 that first year. The *Technala* staff presented the elite of Alabama College in a "fanciful" pageant entitled, "Tinker Bell and the Elves, or What Happens When Alabama College Goes Highbrow." Eugenia May played the charming fairy godmother and "dainty little girls and handsome little gentlemen of Montevallo's sub-sub-deb set were fairies and elves." The students chose "first ladies at Alabama College" for those first elite: Jessie Lee Rains, Fyffe, "The Society Woman;" Cherokee Shirley, Tuscaloosa, "First Lady of the Stage;" Jessie Forrest, Birmingham,

³⁸ *Alabamian*, November 21, 1933; *Technala*, 1934.

"First Lady of the Palette;" Sadie Humber, Fayette, "First Lady in Music;" Clare Shackleford, Autaugaville, "First Lady of the Pen;" Marjorie Goff, Enterprise, "First Lady Professionally;" and Mildred Sparks, Sayre, "First Lady in Sports."

The *Technala* staff began the practice of submitting pictures of the semifinal beauties to a celebrity when they sent them to Ted Shawn, world known dancer. He chose Aline Blair, Hartselle; Billie Hill, Siluria; Mary Ellen Worthy, Alexander City; Mary Kate Troup, Decatur, as the most beautiful at Alabama College.³⁹

Probably the most coveted honor in the senior class is to be chosen Miss Alabama College. From the early days of the school, students have annually chosen one of their peers who best represented the qualities and spirit of the school. Always the person chosen (she is elected by the whole student body) has been a leader in student affairs and has nearly always been an honor student. The girls chosen for this honor are not always residents of Alabama. It was a matter of great pride (and considerable amusement) to Jo Foster of Windsor, Vermont, to be so honored in 1951. Jo, a political science major, had no ancestors from the deep south, but she had been preceded at Alabama College by a sister, Edith, Class of 1945.

The scope of Elite Night has continued to grow and in the 1960's includes not only beauties and representatives from various departments, but also favorites (chosen by popular vote) and Who's Who Among American Colleges and Universities. The latter group, now chosen by a faculty-administration-student committee, is presented at Elite Night. It is not certain when this practice began. The list of Who's Who to be included in the national publication appeared first in the 1943 *Montage*, but it was not until some time later that the announcement was considered a part of Elite Night.

The first male student elected to a place in the yearbook after coeducation was Bobby Harrison of Spring Hill, a freshman favorite, in 1956. His picture, along with three other class favorites—Ann Rankin, Shirley Stabler, and Celeste Parker—appeared in the 1957 *Montage*. It was not until 1961, however, that the roster of elite was expanded to include Mr. Alabama College. That year, Allen Holmes from Falkville, a physical education major, was chosen for that honor. Allen had been President of the Recreational Association,

³⁹ *Technala*, 1934.

a member of the cross-country team and the Senate, and had taken part in College Night and other campus activities. Joan Murphree, a psychology and English major from Bessemer, was Miss Alabama College that year.⁴⁰

Through the years, there has been usually a theme around which the stage performance was developed. Oftentimes there was an original script and elaborate stage setting. The recent trend seems to be toward greater simplicity in the physical setting and more emphasis on the participants. Elite Night honors the Beauties, the Favorites, and Who's Who. Honors' Day does much the same for the scholastically elite.

Honors' Day

The method and time of honoring the academically outstanding has changed from year to year. From an initial five national honor societies in 1935, when the program was started, the days program has been expanded in scope and raised in importance.⁴¹ During his presidency, Dr. Howard M. Phillips added an academic procession to increase the dignity and stature of the occasion. Honors' Day is the time for recognizing outstanding grades, scholarship awards, membership in honor societies, and gifts or prizes made by people and institutions for outstanding performance in specific fields.

To indicate the scope to which the program has grown, an abbreviated copy of the 1969 exercises is here given:

ALABAMA COLLEGE
Montevallo, Alabama

Honors Day Convocation *Parents' Day*

Palmer Hall
May 6, 1969
10:00 A. M.

⁴⁰ In 1962, Jerry Atkins from Hartselle was Mr. A. C. and in 1963 David Bunn from Talladega.

⁴¹ The five societies were Pi Kappa Delta, Kappa Delta Pi, Omicron Mu, Delta Phi Alpha, Zeta Pi Eta. The date was April 4. *Alabamian*, March 26, 1935.

President Kermit A. Johnson, Presiding

Betty Louise Lumby, Organist
Professor of Music

Processional Music

Trumpet Voluntary in C Major *David Johnson*

National Anthem

"The Star-Spangled Banner" *Francis Scott Key*

Welcome to Parents *Kermit A. Johnson*

Announcements

Introduction of Speaker

Address: "Pukka Honors" *Dr. D. P. Culp*
President, East Tennessee State University

Presentation of Honors and Awards *John B. Walters, Jr.,*
Dean, Alabama College

The Alma Mater Text: *Virginia Powell Figh*
Music: *Lucy L. Underwood*

Alma Mater, ever glorious, seeking Right and Freedom's way,
Raise a beacon high to guide us; shed thy light afar, we pray.
Sons and daughters sing thy praises; steadfast virtues win thee fame,
May the years be rich and fruitful, Truth and Honor crown thy name.

Recessional Music

Prelude in B Minor *J. S. Bach*

ALABAMA COLLEGE HONORS SCHOLARSHIPS

SENIORS

Edgar C. Torbert
Martha E. Owens
Janis O. Standridge

Robert L. Thornburg
Diane M. Murphree
Glenda A. Harp

JUNIORS

Susan A. Boyer
Virginia A. Frederick
Ola M. Thomas

Sara C. Hendrix
Marsha McLeod
Ollie J. Turner

SOPHOMORES

Mary Darlene Preskitt
Judy K. Draper
James H. Estes

Paula Gayle Shivers
Lynn D. Chapman
Elizabeth G. Hamilton

SPECIAL AWARDS

Alpha Lambda Delta	Betsy Lorraine Hamlet
American Association of University Women	Susan A. Boyer
Beta Beta Beta	Margaret S. Maher
Business Administration Scholarships	John Emanuel Amari Sharon Lynn Cataldo
Chemistry Award	Phyllis Diane Perkins
Edythe Saylor	
Junior	Martha Hope Bryant
Senior	Elizabeth Ellen Moulds
Eta Sigma Phi	
Freshman	Mary Darlene Preskitt
Sophomore	Susan A. Boyer
Faculty Phi Beta Kappa	Elaine Wood Hughes
Hallie Farmer Memorial Scholarship	Ginger Carol Germany Craig Lee Teed
Home Economics Award	Glinda Sue Mullins
Jensen	Ethel Louise Beach
Kappa Mu Epsilon	Thomas Leon Nix
Katherine Vickery Award (Kappa Delta Pi)	Elizabeth Ellen Moulds
Lorraine Pierson Award	Jane Leslie Dailey
Margaret B. Reed Memorial Award	Alicia Jean Adams
Mary Kirby Speech Therapy Memorial	Anna Rhodes Bouldin
National Business Education Association Award of Merit	Teresa Terrell Locks
Phi Alpha Theta	Ola Mae Thomas
Pi Kappa Lambda	Virginia Ruth Cauley
Sigma Tau Delta	Elaine Wood Hughes
Wall Street Journal	Ricky Dale Ray

RECOGNITION OF STUDENTS PARTICIPATING IN HONORS PROGRAM: CHEMISTRY, ELEMENTARY EDUCATION, ENGLISH, FRENCH, HISTORY, MATHEMATICS, MUSIC, PHYSICAL EDUCATION AND SPANISH

Helen E. Atkeison	Linda Kay Ellison	Nydia Ione Lowery
Beverly Jean Brasell	Lucy E. Hallman	Elizabeth Moulds
Jane Leslie Dailey	Betsy L. Hamlet	Ellen F. Parker
Rebecca K. Dunaway	Elaine Wood Hughes	Phyllis Diane Perkins
Martha Amelia Edfeldt	Cheryl Langford	Cheryl Ann Rice

HIGHEST HONORS

SENIORS

Betsy Lorraine Hamlet	Beverly Jean Brasell	Linda Ann Johnson
Elaine Wood Hughes	Cheryl Blackmon Davis	Linda Diane Wann
Linda McFaden Miller	Shelby Joy Burkhalter	Nydia Ione Lowery

Jane Leslie Dailey
Gerald Reynolds

Mary Cheryl Langford
Karen McKeehan Waldrop

Phyllis Diane Perkins

JUNIORS

Edgar C. Torbert
Martha Earle Owens
Margaret S. Maher
Janis O. Standridge
Robert Lee Thornburg

Diane Marie Murphree
Glenda Ann Harp
Nancy Lee Cargile
Sharon Lynn Cataldo

Dorothy Helen Hunt
Jane Doswell
Ginger Carol Germany
Sue Carol Stephens

SOPHOMORES

Susan A. Boyer
Virginia A. Frederick
Ola Mae Thomas
Frances Jane Patterson
Sara Charity Hendrix

Marsha McLeod
Ollie J. Turner, Jr.
Joan Warren
James M. Tuck
Martha Hope Bryant

Betty Diane Headley
Frances E. Henderson
Pamela Boles Ray
Sydney Ruth Parker
Margaret Fay Dozier

FRESHMEN

Mary Darlene Preskitt
Judy Kay Draper
James Harvey Estes
Paula Gayle Shivers
Lynn Darlene Chapman
Elizabeth G. Hamilton

Thomas Leon Nix
Carl Anthony Watts
Deborah Ann Still
Phyllis Carol Gamble
Susan Vaughn
Gail Ruzic Dobson

Mary Susan Ray
Glenn Haywood Rasco
Brenda Nell Stowe
Jerry Lane Shaw
Robert P. Crawford
Deborah Joan Devine

HONORS

SENIORS

Frances S. Mayo
Elizabeth Ellen Moulds
Carol Lane Davis
Helen Virginia Norris
Judith Allean Grissett
Linda Kay Ellison

Ellen Frobeld Parker
Martha Amelia Edfeldt
Cheryl Ann Rice
Rebecca Kaye Dunaway
Carla Elizabeth Culp
Betty Pickett Hall

Marcheta Karen Shipley
Gary Michal Tolbert
Mike Eugene Malone
Norma Carolyn Crawford
Sandra Sloan McCoy
Dale Marie Schjott

JUNIORS

Craig Lee Teed
Janet Lee Pickens
Anita Joyce Sloan
Helen E. Atkeison

Patricia Ann Cash
Lucy E. Hallman
Glenda Ann Miller
Sharron Ann Byess

Toni Minor
John Emanuel Amari
Charles David Wood
Lois S. Minarik

SOPHOMORES

Martha Zo Anne Bruner
Paralee M. Bethany
Myra D. Lawley
Rebecca Jane White

Rebecca S. Norrell
Judy Ruth Watts
Rose E. Matthews
Stephen Van Hammond

Nancy J. Yeager
Janice Kay Dickinson
Juliet Gwyn Smedley

FRESHMEN

Ramona Lynn Niblett
Michael Louis Boackle
Joyce Kay Lowery
Suzanne K. Reneau

Cynthia Jean Gilstrap
Virginia Ruth Cauley
Linda Ward
Hellen Elizabeth Ford

Anita Marie Wildsmith
Thomas Edward Boylan
Wanda Guy Collins
Stephanie B. Brown

Mary Elizabeth Holley	Karley Kay Pruitt	Melanie Faye Oakes
Mary Kathryn Manning	Linda Kay Screws	Martha A. Ruff
Carol Shepherd Sutton	Deborah S. Brown	Linda Gay Barker
Seth D. Snellgrove	Carol Anne Johnson	Frances Ann Harrison
Renee Van Tuyll	Alice Slovensky	Ronald Lynn Glover
Ruth Jeannette Beach	Glenda Joyce McGuire	Alice Marie Harper
Gordon Edward Engle	Elaine S. Wilcox	Rodger Allen Matthews
Judith S. Stone	Nina Hermione Adams	Ellen Herndon Scott

NATIONAL HONOR SOCIETIES

ALPHA LAMBDA DELTA—Freshman

Pledges: Lynn Darlene Chapman, Deborah Joan Devine, Gail Ruzic Dobson, Judy Kay Draper, Phyllis Carol Gamble, Elizabeth Gwendolyn Hamilton, Mary Elizabeth Holley, Joyce Kay Lowery, Mary Kathryn Manning, Romona Lynn Niblett, Mary Darlene Preskitt, Mary Susan Ray, Suzanne Kathleen Reneau, Paula Gayle Shivers, Deborah Ann Still, Brenda Nell Stowe, Carol Shepherd Sutton, Susan Vaughn.

BETA BETA BETA—Biology

Pledges: Mary Edna Baugh, Ann Lenore Conway, Charles Ray Duckett, James Thomas Griffin, Sarah Lovejoy, Margaret Maher, Randal Lewis McDonald, Janice Standridge, Martha Whigham.

KAPPA DELTA PI—Education

Pledges: Joan Anthony, Susan Boyer, Claudia Burgin, Sharron Ann Byess, Patricia Ann Cash, Sharon Cataldo, Sherrie Cochran, Carol Ann Cotton, Jane Doswell, Marion Ward Dukes, Janet Gauntt, Glenda Harp, Johnnie Herron, Elaine Hughes, Gloria Jackson, Janice King, Cheryl Langford, Camilla Lawley, Donnia Merrill, Toni Minor, Glinda Mullins, Diane Murphree, Melvina Phillips, Ann Page Rowe, Janis Standridge, Sue Carol Stephens, Carol Still, Karen M. Waldrop, Laura Whitman.

KAPPA MU EPSILON—Mathematics

Pledges: Susan J. Barmby, Margaret Fay Dozier, George Richard Durham, Linda Kay Ellison, Ronald W. Gambrell, Frances Jane Patterson, Janet Lee Pickens, Anita Joyce Sloan, James M. Tuck, Ollie J. Turner, David Wayne Walters, Elizabeth Rose Zanthos.

OMICRON NU—Home Economics

Pledges: Jane Doswell, Marion Dukes, Janet Hall, Peggy Lambert, Glenda Miller, Glinda Mullins, Page Rowe, Nancy Thomas.

PHI ALPHA THETA—History

Pledges: Helen E. Atkeison, Susan A. Boyer, Patricia Ann Cash, Elaine Chavers, Jane L. Dailey, Elaine Wood Hughes, Jesalyn Ann Jendrusiak, Tillie Martin, Frances S. Mayo, Sandra Sloan McCoy, Wesley E. Stanard, Janis O. Standridge, Sandra K. Staggs, Craig Lee Teed, Nancy Kay Thomas, David Wood, Marsha McLeod.

PI DELTA PHI—French

Pledges: Ethel Louise Beach, Carolyn Ann Capps, Marsha McLeod, Rita Jane Taylor.

PI KAPPA LAMBDA—Music

Pledges: Sherrie J. Cochran, Ronald P. Joullian.

SIGMA ALPHA SIGMA—Office Administration

Pledges: Dan H. Armstrong, Otis L. Brown, Sharon Cataldo, Jo Ann Cera-
volo, William J. Cobb, James P. Dennis, Glenda Harp, Betty Jo
Hayes, Johnny Mack Hayes, Brenda Jones, Marilyn Justice, Linda
Webb.

SIGMA DELTA PI—Spanish

Pledges: Helen Atkeison, Dolores Maria Foley, Betty C. Richards, Joy Ross,
Angelea F. Trione.

SIGMA TAU DELTA—National English Honorary Fraternity

Pledges: Erica Burquist, Ann Caraway, Dolores Foley, Stephen Van Ham-
mond, Nancy Diane Heath, Gloria Jackson, Janice King, Jennifer
Lind, Fay McDonald, Rebecca White.

ZETA PHI ETA—Speech

Pledges: Teresa Causey, Linda DeWitt, Linda Leo, Lorraine Logan, Cynthia
Sisk, Jane Sparks, Laura Whitman.

LOCAL HONOR SOCIETIES**DELTA THETA PI—Men's Leadership**

Pledges: Michael Wayne Burdette, James Patrick Cole, James Thomas Her-
mecz, Ricky Dale Ray, James Calvin Rush, William Turner Sumner.

ETA SIGMA PHI—Scholarship

Pledges: Helen E. Atkeison, Nancy Lee Cargile, Sylvia Elaine Chavers,
Norma Carolyn Crawford, Margaret Fay Dozier, Rebecca Kaye
Dunaway, Linda Kay Ellison, Linda Ann Johnson, Peggi Maher,
Mike Eugene Malone, Sandra Sloan McCoy, Ellen F. Parker,
Phyllis Diane Perkins, Janet Lee Pickens, Cheryl Ann Rice, Anita
Joyce Sloan, Gary Michal Tolbert, Edgar C. Torbert.

LAMBDA SIGMA PI—Senior Women's Honorary

Pledges: Helen E. Atkeison, Nancy Cargile, Patricia Ann Cash, Sharon Lynn
Cataldo, Jane Doswell, Martha Amelia Edfeldt, Ginger Carol Ger-
many, Lucy E. Hallman, Glenda Ann Harp, Dorothy Helen Hunt,
Margaret S. Maher, Glenda Ann Miller, Lois S. Minarik, Toni
Minor, Diane Marie Murphree, Martha Earle Owens, Janet Lee
Pickens, Janis O. Standridge, Sue Carol Stephens, Sharron Ann
Byess, Linda Diane Wann, Jonna Sue Wilkerson.

PHI ALPHA MU—Music

Pledges: Nancy Adkins, Melanie Beard, Lynn Bird, Virginia Cauley, Sherrie
Cochran, Susan Holman, Tyra Ingram, Charles Kelly, Cathy McCard,
Susan Osburn, Beth Prickett, Janice Morton, Herman Walls.

THE INTER-SOCIAL CLUB COUNCIL SCHOLARSHIP TROPHY
Meisters Social Club

Dancy Lectures

For many colleges and universities throughout the nation, a bright spot in the academic program is a lecture series made possible by gifts or bequests for the specific purpose. Generally speaking, institutions of higher learning in the South have been lacking in such foundation. It is therefore with considerable pride that Alabama College has the Dancy Lectures in alternate years. At the inauguration of the series in 1939, the state press hailed the lectures as "a distinct forward cultural step,"⁴² "a cultural gift to the state,"⁴³ "a distinguished service to the cause of scholarship and understanding."⁴⁴

That Alabama College can offer these lectures every two years is due to the generosity of a Morgan County, Alabama, woman, Miss Unity Dandridge Dancy. She and her sister Mary Lou, both of whom never married, inherited considerable property which they used in a frugal, unostentatious manner, choosing to spend money on education rather than the usual charitable causes. Miss Mary Lou, at her death, left her property to her sister, who, in turn, left it to educational institutions in the state.⁴⁵ When she died in 1932, Miss Unity left a gift of \$12,500 (increased by a few more hundred dollars when her estate was finally settled) to "endow the departments of English, Literature, and Expression" at Alabama College. Since it was obvious that the sum was insufficient to fulfill the literal terms of the bequest, the college authorities had to make a practical interpretation of these terms. In the program initiating the series, there appeared a clarifying statement. "This statement of purpose by Miss Dancy," it read, "has been interpreted to mean that the Dancy Fund shall be used to extend or supplement the services of the English and Speech Departments of the college. By authority of the Board of Trustees, the income from this endowment will be used in support of a lecture foundation devoted to Southern literature and

⁴² *Alabama Journal*, April 29, 1939.

⁴³ *Montgomery Advertiser*, April 30, 1939.

⁴⁴ *Birmingham News*, April 23, 1939.

⁴⁵ The portrait hanging in Reynolds Hall foyer is of Miss Mary Lou; there is no similar one of Miss Unity.

speech in relation to the national culture. Every second year a scholar critic of recognized authority will be invited to present, in a series of lectures at the college, the results of special research or fresh criticism on some phase of southern life and letters."⁴⁶

The college was fortunate in obtaining the services of Douglas Southall Freeman for the first series. Dr. Freeman, whose home was in Richmond, Virginia, was editor of *The Times Leader*, the author of the Pulitzer prize winning biography of Robert E. Lee and research scholar. Dr. Freeman who, as one newspaper said, "had little regard for the ordinary limits of human capacity," was known among American scholars as a "work horse." In addition to his regular duties as editor of a leading daily, he had an early morning radio newscast, and turned out multiple volume biographies of Robert E. Lee and George Washington. He also served as professor of journalism at Columbia University and lectured annually at the War College. The recipient of many honors and member of many boards, he was in frequent demand as a lecturer on subjects relating to southern writing and biography.⁴⁷

Dr. Freeman gave his three lectures on April 27 and 28. Two of these were evening lectures to which all friends "of historical and literary scholarship, especially that relating to life and letters in the South" were invited. The third (actually the middle one) was given at 10:30 convocation. The lecturer used as his general title, "The South to Posterity: A Review of Southern Historical Literature and Memoirs Since 1865." The first lecture, entitled "Writing in the Ashes," was delivered to a full audience on Thursday evening, April 27, in Palmer Hall. It was, in brief, a survey of the writing by Southerners since the end of the Civil War, explaining and defending the "Lost Cause." Dr. A. W. Vaughan of the English Department and chairman of the faculty committee on the Dancy Foundation presided. Before the lecture, President A. F. Harman gave a brief welcome and explanation of the series, and the college orchestra, under the direction of York Kildea, played several numbers. The Friday morning lecture was restricted to a discussion of *The Official Records of the War of the Rebellion*, which contain the voluminous correspondence and other materials from both the Federal and

⁴⁶ The Dancy Foundation Lectures, First Series, Alabama College files.

⁴⁷ *Birmingham News*, April 23, 1939.

Confederate military leaders. In the concluding lecture, "Apotheosis and Realism," he praised Southern women for the heroic part they played in the war and pleased local pride by singling out three Alabama women—Mrs. Arthur F. Hopkins, Mrs. Ann Toulmin Hunter, and Mrs. Clement Clay—as heroines worthy of the respect of a nation. He denounced popular ideas of the glamour of war. "You may have concluded war is romantic," he said. "It is not. It is everything that Sherman said it was." When asked why he wrote about military history and yet denounced war, he replied, "I hate war because I have studied it."⁴⁸ Dr. A. H. Collins, State Superintendent of Education, presided at this lecture.

There were a number of festivities attending these lectures. The high school band gave a concert on the college campus at noon Friday. Mr. Harrison D. LeBaron, directed the Glee Club in a Friday afternoon program that ranged from Bach to English Madrigals to Montani; there was a formal faculty dinner in the new dining room Friday at 6:30 at which Dean T. H. Napier was toastmaster.

The pattern set at the time of the Freeman lectures was the pattern followed in the next several years. There was a distinguished scholar whose lectures attracted people from Birmingham, Montgomery, Tuscaloosa, and other places over the State. It was a gala occasion. The faculty members of those years remember with pleasure the Dancy Lectures as the most scholarly activity of the college community.

The second series was delivered in 1941 by Lewis Mumford, philosopher, art critic, and author, who spoke on "Southern Architecture." Paul Green's lectures for 1943 had to be cancelled because of war conditions. But with the war over, another distinguished writer and educator (and like Dr. Freeman, a Virginian), Francis P. Gaines, delivered the lectures on "Southern Oratory." Dr. Gaines, himself an orator in great demand, was President of Washington and Lee University. The 1947 lecturer was a native of Clarke County, Alabama. Dr. Mitford M. Mathews in charge of the Dictionary Office of the University of Chicago Press, editing the Dictionary of Americanisms, gave three addresses on "Some Sources of Southernism" which appear in our language from Nahuatl, Muscogee, and African sources. Two well-known historians were the speakers in

⁴⁸ *Age-Herald*, April 29, 1939; *Montgomery Advertiser*, April 29, 1939.

1949 and 1951. Dumas Malone (1949), a native Mississippian, professor of history at Columbia University and later at the University of Virginia, had won wide acclaim as one of the editors of the monumental *Dictionary of American Biography*, published by Charles Scribner's Sons in the early 1930's. In later years he had become an authority on Thomas Jefferson and when he was at Alabama College was engaged in writing one of several volumes on the Virginian. Using the title "If Jefferson Were Here," he interpreted from Jefferson's writings what he would have thought about current education, the national political scene, and the world situation. Louis B. Wright was in 1951 Director of the Folger Library in Washington, D. C., but he had already had a distinguished career as Director of the Huntingdon Library in California and as author of a half dozen or so books on early Virginia. He based his lectures "The Colonial Search for a Southern Eden" on his research in early (mostly sixteenth century) promotional literature published in the Old World.

With the 1953 lectures a new era began. The program notes for that year stated without elaboration, "with the present series the subject matter limitation has been removed." There had been some discussion of the difficulty of getting outstanding people to speak on a Southern subject. Therefore, John W. Gassner could use "Form and Idea in the Modern Theatre" as his topic. Mr. Gassner, New York playwright, producer and drama critic, had been senior contributing editor of *Theatre Arts Magazine* for many years. In the preface of the published lectures there is a statement by Dr. Walter H. Trumbauer which, after stating that the contents of the volume were originally prepared and delivered as the seventh series of the Dancy Lectures, says in part, "No one can speak with more authority on form and idea in the drama and the theatre than Mr. John Gassner, who eminently combines the virtues of historical scholarship with the practical acumen of the artist-producer. . . ."⁴⁹

⁴⁹ John Gassner, *Form and Idea in the Modern Theatre* (Dryden Press: New York, 1956). This is the last published volume in the series. The earlier ones are: Douglas Southall Freeman, *The South to Posterity* (Charles Scribner's Sons: New York, 1939); Lewis Mumford, *The South in Architecture* (Harcourt, Brace and Company: New York, 1941); Francis Pendleton Gaines, *Southern Oratory* (University of Alabama Press: University, 1946); Mitford M. Mathews, *Some Sources of Southernisms* (University of Alabama Press: University, 1948); Louis B. Wright, *Colonial Search for a Southern Eden* (University of Alabama Press: University, 1951).

Charlotte Lee, professor of speech at Northwestern University, gave interpretative lecture-recitals in 1955. Russell Kirk, research professor in political science at Long Island University and author of *The Conservative Mind* and many other books, touched on a Southern topic in his first lecture, "Norms, Conventions and the South" in the next series which was not given until the Spring of 1958. Dr. Kirk, an avowed conservative, spoke on the general topic, "Norms, Conformity, and Culture." The next series was in 1961 when another man interested in the theatre was the guest of the college—Stuart Vaughan. Vaughan was a New York actor and director to such plays as "The Great God Brown." His topic was "Shakespeare for the Theatre." Two authorities in linguistics, both professors emeriti from Louisiana State University shared honors in the 1963 series. Claude Merton Wise, formerly head of the Speech Department, and Giles Wilkeson Gray, professor in the department, lectured to the entire student body and held smaller working seminars for students particularly interested in their fields. The 1965 lectures were held on April 27–29 with Dr. Roland M. Frye, research professor at the Folger Library, as speaker. He, too, is a Shakespearian authority.

The 1967 lectures were by a linguist, Dr. Raven I. McDavid, Jr., whose convocation address was entitled, "Changing Patterns in Southern Dialects." Two men in the field of speech shared the 1969 series. Dr. Carrol C. Arnold addressed the whole student body and faculty on the topic "Oral Rhetoric, Rhetoric and Literature." Dr. John F. Wilson's address the next day was "Criticism: Literary and Rhetorical."

As is readily discernible from the foregoing account, the nature of the lectures and lecturers has changed. Instead of being distinguished scholars, the lecturers have been in recent years recognized specialists. The faculty committee has been faced with a number of questions that it has attempted to resolve. The question, for example, of whether the series is for both faculty and students or for one or the other has been a perplexing one. Dumas Malone recognized this difficulty as it faced the lecturer when he observed that the material in the addresses was to come from the author's research and was intended for publication as a contribution to scholarship, yet the audience was made up of undergraduates who probably needed a different kind of lecture. More and more the lecturers have been used for small groups and while this practice may be wise, it does not

attract the eminent scholar nor does it draw visitors from as far afield as it once did. In brief, there are many who remembering the Dancy Lectures at their beginning feel that the program has deviated too far from the purpose as originally conceived.

Citizenship Day

On the campus of Alabama College there is an annual event entitled Citizenship Day at which members of the senior class, in the presence of the college staff and the entire student body, are "formally inducted into citizenship in the locality, state and nation." A political science class is responsible for starting it. According to oral tradition, students in one of Dr. Hallie Farmer's classes in 1944 decided that in the midst of so much world turmoil there needed to be some emphasis given to the responsibilities of citizenship, especially for the seniors. Within a few months these students would become full-fledged citizens and they needed to emphasize their roles as active members of communities.

March 31, 1944, was the date for the first such celebration and the pattern set that day has remained much the same. There was a faculty committee in charge of the afternoon's program, of which Miss Dawn Kennedy was chairman and Miss Martha Allen and Miss Ellen-Haven Gould the other members. The seniors marched in, attired in caps and gowns, to organ music; they joined the audience in singing the national anthem; they followed the president of the class in the pledge of allegiance to the flag; Dorothy Jean Roddy, President of the Student Government Association, gave the invocation. Governor Chauncey Sparks made the address in which he charged the seniors, as college women, to live up to their responsibilities of citizenship. Dr. Lorraine Pierson, for the class advisors, presented the senior class who, in unison, pledged an oath of citizenship based on a modified Athenian oath. The program ended with the singing of "Alabama."

This was only the first part of the program. There was a formal banquet at seven to which the faculty and staff escorted the seniors. This was a gala occasion indeed and one to which other special guests were invited. At the second Citizenship Day in addition to the Governor (who had been so popular the first year that he was asked to give the address the following year) and his wife, there was the Governor's sister and niece; Mrs. Edwina Mitchell, a member of the

Board of Trustees; Mr. and Mrs. E. P. Russell, Head of the State Department of Corrections and Institutions; Lieutenant Governor and Mrs. Handy Ellis of Columbiana, and many others. The college has usually had outstanding people for speakers.

There have been changes. The formal dinner is no longer a part of the program and about 1960 the use of the Athenian oath was discontinued. The text of it read:

I will never disgrace this flag or the State of which it is the symbol. I will transmit it, not only not less, but greater and better, than it was transmitted to me. I will obey the magistrate who may at any time be in power. I will observe both the existing laws and those which the people may hereafter make, and, if any person seek to annul the laws or to disobey them, I will do my best to prevent him and will defend them both alone and with many. I will honor the religion of my fathers. So help me God.

There was a feeling that the wording was not appropriate for the twentieth century and only the pledge of allegiance to the flag is now used. But Citizenship Day continues as one of the major functions on the campus, usually at the convocation hour.⁵⁰

Special occasions, someone once said, are to a college what spices are to a cake. They are not the main ingredients—the flour, the butter, the sugar—but the things that make one different, at least on the surface, from others. Alabama College has her distinctive traditions which her friends treasure for her. Most of them began in a simple form and have evolved through the years. They are hers.

⁵⁰ A. F. Harman, *Annual Report*, 1946; *Alabamian*, March 31, 1944; April 13, 1946; *Birmingham News*, May 16, 1952; May 6, 1965; *Post-Herald*, May 23, 1953; *Montgomery Examiner*, May 13, 1954; programs in Alabama College Library.

VIII

Student Life

If there is any one thing that alumni can agree on, it is that "things have changed since our day." This truth is graphically illustrated in a conversation which took place between some alumnae who, in the Summer of 1964, were discussing their days at Alabama College. "They tell me," one said to her companion, "that girls at Montevallo can smoke in their rooms now." "And wear socks or no hose at all," rejoined her companion. After a small silence of shock—or wonderment—another alumna, a member of the faculty at her alma mater, added the information that "They can have cars now (parking lots all over the place!) and even go joy-riding at night!"¹

¹ This theme of change is used in a play by the college Class of 1913, *Contradic-*

The women engaged in this conversation graduated from Alabama College in the 1930's and remembered vividly the restrictions on smoking, joy-riding, and many other practices which the rules forbade or the authorities frowned upon. But rules in "their day" were much less rigid than they had been in earlier times when regulations required a uniform, and church attendance, and forbade any calls or correspondence from men. Indeed, life *has* changed at Alabama College and probably as much in "rules" as in anything.

In the early days discipline was of prime importance. The school began in the nineteenth century when discipline at all girls' schools was strict; A.G.I.S. was little, if any, different from all the rest. One of the reasons for locating the school in an out-of-the-way village rather than in a metropolis like Montgomery or Tuscaloosa was to "remove the girls from the temptations of the world so they could concentrate on their studies." The rules, printed in the first catalog and copied in successive ones with only a few changes, show that there was to be no "foolishness" at the school. Life was to be earnest for "those tender young maidens whose parents surrendered control over them to the college." As the catalog reminded them each year, they went to Montevallo to get an education, "not to enter society."² Probably nothing will show the limits set to freedom of action better than selections from the regulations themselves.

It is understood [the official rule said] that pupils are not here to enter society but to be educated; therefore, they are not allowed to correspond with gentlemen and visits from them are positively forbidden under penalty of expulsion. Also that pupils cannot be withdrawn to attend theatres and places of amusement and returned at will.

We cannot and will not allow pupils to go home on a visit unless there are best of reasons given. If parents cannot concur in this regulation, they are not solicited to place their daughters in this school.

Parents are requested not to encourage their daughters in coming home Christmas, as only one day will be given for holiday, and classes and work will move on as usual. Those absenting themselves are certain to lose their standing in their classes by their absence. We have found it expensive and demoralizing for pupils to go home and we earnestly request parents to consider carefully this rule.

tions. It served as a kind of prophecy in the last act "Twenty Years Hence." Ruth Carlisle says to Mildred Meroney, "They didn't do those things in *our* day" to which Mildred replied, "I don't know what this generation is coming to, anyway." *Tech-nala*, 1913; interview with Mrs. Ruth Carlisle Wallace, September, 1963.

² McWilliams Ms.; Catalogs for 1896-1897, 1897-1898, 1898-1899, 1899-1900.

Bear in mind, children often become homesick and write without restriction. Due allowance should be made for their immaturity and inexperience.

There is little necessity for pocket money except for articles needed for actual use, and parents should inquire for what purpose money is wanted. It will also be well for them to require an itemized account of all money spent by their children; it makes them more systematic and teaches them lessons of economy.

A student of the college's history, with these regulations in mind, observed that "... a study of the rules leaves the reader in a quandary as to whether the school was more concerned with the discipline of the students or the education of their parents!"

In those first years, enforcement of the rules was the responsibility of the President and the lady principal, Mrs. Babb.³ Mrs. Babb kept the auditorium (study hall) and gave demerits for laughing, talking, and failure to study. After each class, all students returned to the hall to resume their studies—and woe be to the girl who loitered on the way! Mrs. Babb ruled with an iron hand (or was a strict disciplinarian, if that sounds more agreeable) and brave indeed was the girl of the 1890's who "could not control her corrigible spirit in the presence of the lady principal!" Forty-years later, Mrs. Val Taylor could remember her terror when Mrs. Babb once ordered her to go to the platform. All Mrs. Babb wanted was that her pupil should take charge for a few minutes while she was absent from the room, but the girl did not know it until she reached the platform. In the meanwhile, she had undergone untold agonies.⁴ The girls heartily disliked study hall, but accepted it as a part of "an unfortunate but natural scheme of things."

The first year of the school, all students lived in private homes in town and some of them did so until 1908 when there was finally dormitory space for all of them.⁵ Maintaining rules in the homes was extremely difficult, if not practically impossible. The first three presidents frankly admitted to the Board that they would not be able to supervise the students properly until there was sufficient housing

³ Mrs. Babb was at A.G.I.S. until 1907 and by that later time the system was changed some.

⁴ McWilliams Ms., quoting Theodosia Pratt, Nelle Wallwork, Emma Herbert, all of whom were in attendance before 1900; *Minutes*, II, p. 182.

⁵ Even in the 1930's there were at least two cooperative houses where girls did all their own work and brought supplies from home.

and the girls were under one roof. House parents had their own rules that applied to their domicile, but monitors, the elder and more reliable girls, were responsible for study, housekeeping, and any infraction of the rules, especially of those involving contacts with young men. A monitor served only a month at a time, but during that time she had to report on the conduct of the girls in the house where she lived—the girls who would not rise or retire at the proper time, the ones who did not study, those who were messy housekeepers, and those who were slipping out for dates or were receiving callers at the home! To keep “flirting with the town boys at a minimum,” the administration forbade church attendance at night. It is worthy of note, however, that all landladies did not approve wholeheartedly the austere separation of the sexes. It was natural, Mrs. E. S. Lyman said, for boys and girls to want to be together and she, for one, was in favor of allowing callers. Unfortunately for the girls of the same opinion, that rule remained unchanged for many years.⁶

After Dr. Palmer went to Montevallo and before there was a student government, a “Discipline and Dormitory Committee” of three teachers acting as both judge and jury handled infractions of the rules and tried cases. If the case involved suspension or expulsion, Dr. Palmer was at the trial and made the final decision. During his years as President, he dropped the rules of conduct from the yearly catalog. With adequate housing, and at least one teacher on every wing of the dormitory, many of the problems were eliminated.⁷

When the first part of the west wing of Main Hall was ready for occupancy, living conditions were simple. There were no screens and no electric lights and little water. The girls put their lamps and pitchers outside the door and a Negro hall boy filled them. Water for the dormitory came from different places, sometimes from Gentry Springs, and later from a well near where the west entrance of the dining room (about the location of the Board Room) is at the

⁶ McWilliams Ms., quoting Theodosia Pratt, Nelle Wallwork, Maria Moseley; Catalog, 1897–1898, pp. 16–19.

⁷ It is interesting to note that often girls were unhappy to move into dormitories; they were country and small town girls and liked the home life they had with private families. It mattered little that Main Hall was considered very modern. At a later date, there were men students who objected to moving into ultra-modern, air conditioned Napier Hall. They liked the high ceiling and the big closets in West Main which had been sealed off for them.

present time. A small steam pump, fired with coal and wood, forced water to flow feebly up to second floor where the only commodes and a bath tub were. A small tank near the pump furnished the hot water. All water had to be cut off at night to keep girls from wasting it!⁸

One of the dormitory girls, Miss Emma Herbert of Montgomery, left a detailed description of a girl's day at Montevallo:

We arise at six o'clock, after our toilet is over, our first duty is to put our rooms in order; no servant is allowed to enter; this done, then to breakfast at seven in the dining room, where a number of tables each seat eight. Then we go to school at half past eight o'clock to have prayers, after which, at the ringing of the bell, teachers depart for their various recitation rooms, and the classes for that hour are sent to recite for a half-hour. When the next classes are called, the first returns to the schoolroom (study hall) and so on until half-past twelve when school is dismissed for dinner. We reassemble (in our study hall) at half-past one, and continue study and recitations until four o'clock. Then comes a delightful interval until the "sundown bell." That is our curfew, and it always rings. This hour of recreation is spent in visiting, walking, or in any way, but permission must be granted so that the girls' whereabouts are always known. Certain bridges and branches are our limits, and we dare not go beyond.

At six o'clock we have supper after which, at seven o'clock we assemble in the study hall, where we remain preparing next day's lessons until nine o'clock, then to bed, and at half-past nine, lights must go out, and no more talking. And oh! how we want to talk then! So many funny things that we want to say to each other that we forgot during the day. To teach a girl to converse, just send her to a school where the "don't talk" clause is the most rigid. There is no talking allowed during the school hours except in cooking and sewing classes. . . .

On Saturday, those who have talked or missed recitation during the week enjoy (?) the privilege (?) of Saturday school (study hall) On Saturday evening, we have dancing, the girls furnishing their own music.

On Sunday, we must attend church, any we prefer; when a girl reports sickness as an excuse for not going, the question "Did you eat breakfast?" . . . is propounded, and if the answer is in the affirmative, the disease is diagnosed "Lazy, not sick," and she is treated accordingly.⁹

During the early days of the Palmer administration, the President omitted most of the regulations from the catalog and had them printed on cardboard posters which hung for many years on the

⁸McWilliams Ms., quoting Clyde Prentice, janitor for many years until his death in the late 1940's.

⁹Quoted in McWilliams Ms.

doors in the dormitory rooms. No copy of these rules for personal conduct has come to hand, but one can judge the nature of them by comments in the yearbook. Untroubled by faculty censorship and fear of teacher revenge, Miss McWilliams wrote, "that the students often sharpened their wits on the edge of very dull and rigid rules." Sometimes their witticisms took the form of proverbs, as in the following examples:

Ye will come into chapel as a snail creepeth over the ground, only faster. Speak not to your neighbor even though she speaks to you. But ye say, "the teacher talks." Yea, I say unto you, they are privileged characters.

If at anytime ye wish to eat, drink, and be merry with a few friends, keep this in mind—they who feast are they who fail.

Let no recreation hour find you in your rooms, no study hour find you at the pump . . . for ye may tarry in chapel for that.¹⁰

Other times "contrary" dormitory regulations gave an idea of the rules. Those in the 1911 yearbook might be considered fair samples:

Quiet need not be maintained; girls may have frequent feasts after lights are out.

Running in the halls is to be engaged in at all times, freely and noisily.

On leaving the rooms, turn on steam and leave all windows wide open, so that all Shelby County can be kept warm.

Lights must be kept on when out of room.

Every girl is encouraged to sleep out of her own bed at night.

Every girl must have a chafing dish to prevent her eating at regular meals.¹¹

This last "rule" referred to a statement appearing in the catalog for many years that "No chafing dishes are allowed in the dormitory." This item, which appeared in bold letters, came as the result of a tragic event in 1908 when Condie Cunningham, daughter of W. C. Cunningham of Birmingham, was so badly burned by the fire from a chafing dish that she died within forty-eight hours. President Palmer reported the accident to the Board within the month:

At 9:30 p.m., February 4 [the report began], when the signal sounded permitting pupils to be at rest from their night's studies, Miss Cuning-

¹⁰ *Chiaroscuro* (predecessor of *Technala*), 1910.

¹¹ *Technala*, 1911.

ham and her roommate decided to do a little cooking on their chafir dish. They placed the dish on the floor and seated themselves nearby. When the signal sounded at 10:00 for putting out the lights, they had not finished and continued to cook a few minutes longer. They suddenly became in a hurry to close up and in so doing turned over the alcohol which was in a bottle nearby. And in putting out their light, in some way blew the flames toward the alcohol on the floor. This ignited and almost immediately Miss Cunningham's clothes caught on fire. Her roommate attempted to throw a rug around her but she ran out of the room and the rug was dropped. Teachers and pupils on the hall heard the noise and quickly came to her rescue, but before they could extinguish the flame she was fatally burned.

Everything possible was done for her; her parents arrived on the next train, and her family physician came but in spite of all ministrations, "her spirit passed beyond the grave." Dr. Wilkinson, the college physician, said she was just about as badly burned as she could be.¹² "Deep as is our sorrow . . ." Dr. Palmer reported to the Board, "yet we are grateful to know that no one connected with the school was in any way to blame for this terrible catastrophe. The people in charge of affairs at the school learned some lesson from this event and the President believed all would profit by it in the future. To prevent any recurrence of the same accident the rule prohibiting chafing dishes was rigidly enforced.

Dr. Peterson, being a minister and a gentleman of the nineteenth century, had strict notions of proper conduct. Dancing, for instance, was strictly forbidden. Miss Nell Peterson believes that Dr. Palmer, being a college professor and not a clergyman, was less rigid about rules of conduct than her father, but her sister-in-law Mrs. Charlotte Peterson, who was a student at A.G.I.S. in 1914-1916, remembers the restrictions more than the privileges. Yes, she said, girls could dance, but only with other girls.¹³ They could go to town, but only with a chaperone. They could receive mail, but none mailed at the local post office. The drug store could deliver boxes of candy, but only after it had convinced the authorities that

¹² Dr. D. L. Wilkinson to Anne Eastman, 1956. He confuses the time of the accident, placing it in the Reynold's Administration. When he arrived in the dormitory (Main) the girl was stretched out on the floor of the hall. *Minutes*, II, p. 266 February 21, 1908.

¹³ The first campus dance with "real men" was in 1934. Grace Gardner Lane (Mrs. Walter H. Harrell, Jr.) was social chairman. Questionnaire.

an out-of-town admirer, and not a local swain, had ordered it. Mrs. Peterson had a friend who sent her a special delivery letter each Sunday morning. She remembers vividly Dr. Palmer calling for her one such morning before Sunday School and lecturing her on the matter. He did not like her getting them; it was not wholesome! During her last year as a student she met young Frank Peterson (Dr. Peterson's son who was teaching) and a romance blossomed. Because he was a local man, she could not receive mail from him, so getting letters to and from him took, as she said, "some doing." With the assistance of a faculty member, a friend of both young people, they did communicate. There were four loose bricks at the base of the fire escape on West Wing, the position of which told the young lady where his letter would be.¹⁴

Miss Flora Belle Surles, later news reporter and alumnae secretary at her alma mater, was also at Montevallo those years. Mary Jane Stallworth interviewed her about her student days. What Miss Surles said appeared in the *Alabamian* under the title, 'Ye Olde School Days.'

"Those were days of shirtwaists and ankle-length skirts . . . , of long hair puffed up on the top of the head . . . , of hat pins worn in square-cornered caps . . . , of buttoned shoes with uncomfortably sharp toes . . . , "and time began turning backward for Miss Flora Belle Surles, Alumnae Secretary at Alabama College, as she, leaning one elbow on her desk, tipped her office chair and placed her blonde, low-heeled oxfords on the cross piece under her desk.

"There were many rules and precedents on the campus of the Alabama Girls' Technical Institute, as it was called in 1914, but somehow we didn't mind. It was as though each of the 499 girls had set aside four years of her life to come here where an atmosphere of study and intellectual advancement was manifested."

Half forgetful of her listener, she began in a disconnected fashion to recall college life in 1914-1915.

"When there was a special program in Reynolds Hall—that was our auditorium—there was no requirement, but everybody went; they were expected to. On Sundays we made an endless line of black skirts, white waists and gray coats as we marched to church. On Sunday afternoon from

¹⁴ Interview with Miss Nell Peterson and Mrs. Charlotte Peterson, July 29, 1964. Mrs. Peterson (whose husband died of tuberculosis in 1928) was principal of the elementary school for many years until 1960. She and Miss Mary Peterson, youngest daughter of Dr. Peterson, live in the home Dr. Peterson purchased when he had to resign. Miss Nell Peterson, who taught many years, now lives in Chicago.

two to four we observed meditation, or 'quiet hour' as you would call it now. Girls never strolled on campus with dates. . . ."

"There was no running to town promiscuously. Upper classmen could go once a day at hours and lower classmen with chaperones. We had no picture show, perhaps that is one reason that girls never missed concerts and lectures of cultural value. There was no shouting from windows; to us it was a mark of ill-breeding."

She gave a few of the rules that would seem so impossible to the present day collegian. "For gymnasium use, two dark blue percale suits will be required; these suits consist of a blouse and divided skirt made by Butterick pattern 5169, and must be sufficiently large to allow perfect freedom of motion."

"Students are not allowed to entertain friends or relatives in the dormitory."

"An officer of the school will attend the necessary shopping of the pupils. A needless expenditure of money is harmful in its effects, and every effort is made to prevent it."

"Low shoes and dresses with low necks and short sleeves will not be allowed to be worn from November 1 to March 1."

Student Government? It was installed the next year. "To me a beautiful thing about Alabama College is that no wand has been waved over the institution; no miracles have happened; but it has steadily kept pace with the times, never going ahead, never falling behind, always along side of."

She concluded, "It was delightful; I had a good time over here as a student; I never had any extra money or surplus clothes, but I enjoyed it every bit." ¹⁵

In the interval between those early times and the 1960's, rules and regulations have changed drastically, almost always becoming more liberal. Regulations in the most recent student handbook, put out by the Student Government Association, are divided into two categories, those of the administration and those of the student government. Smoking, instead of being a "shipping" offense, is permitted in most places except in class rooms, the library, Palmer Hall, the dining room, the halls in Main (because of the fire hazard), and in bed! "Joy-riding," once so shocking has become proper and respectable. Students having a grade point average of 1.00 or above

¹⁵ *Alabamian*, March 8, 1931.

are permitted to keep cars on campus, and travel with dates has become commonly accepted. There are dating restrictions but all, including freshmen, may have at least one evening "out" in addition to Friday and Saturday. Dates may stay as late as 12 o'clock midnight at Tutwiler, the senior women's residence hall, on special occasions. "Alabama College students," the latest handbook says, "are assumed to be responsible adults and are expected to live up to the community standards of behavior. Respect for property and rights of others, and truthfulness in all campus relations are prime requisites of such standards."¹⁶ There are still rules, some of which apply only to men, others only to women, and still others to all students alike.

There are standards for room maintenance (beds have to be made by 10:00 a.m., no pets allowed, no painting of furniture, walls, or floors without permission); students may have electric percolators, pans, radios, stereos, fans, and hair dryers; quiet hours are maintained from 7:30 to 9:30 in the evening and from closing time until the next morning; dress is to be conventional and appropriate, but long pants for women and bermuda shorts for both men and women are now permitted in the dining room and lobbies of the residence halls on Saturday. There are elaborate regulations about signing out, guests, riding with a date, drinking and gambling (both strictly forbidden), and other phases of life in a growing coeducational institution.

There are still cases in which the college has jurisdiction, usually handled by the deans. The President has the final word in all disciplinary cases involving expulsion or suspension. But tendency has been for the Student Government Association, through the Senate, the Court, and House Councils, to assume much of the responsibility for enforcing the rules, particularly the ones of their own making. Student government, like many other institutions on the Montevallo campus, had its inception in the transition from a secondary school to a college. And like that transition, student liberty and student government came to the campus in a very gradual and conservative manner. Privileges extended to juniors and seniors in one field were extended to others a year or two later and a more coveted privilege given to the upper classmen. By this wise method

¹⁶ *Fledgling*, Alabama College Handbook, 1963-1964, p. 37.

of building on a strong foundation, student government has evolved soundly and remains probably the most cherished possession of the student body.

The current student handbook says that student government began in 1916 when a group of girls petitioned the president and faculty for the privilege of having a voice in their own affairs. Expressing a faith in the "dignity and honor" of student government the petitioners asked for "individual and collective responsibility" for the conduct of student affairs. Specifically, they requested:

1. The right to make regulations to control quiet and decorum and power to enforce these rules.
2. The right to create such organization as is necessary for the promotion of student government.

The president and faculty honored the petition by granting certain specific powers and charged the students to use "careful regard for liberty and order, the maintenance of the best conditions for scholarly work and wholesome and gracious living." They were given nine specific duties:

1. To maintain order and decorum.
2. To maintain quiet in the buildings.
3. To conduct fire drills.
4. To prescribe regulations concerning lights.
5. To prescribe date limits.
6. To recommend class privileges.
7. To control and operate non-academic and non-departmental student activities.
8. To prescribe penalties.
9. To amend the Constitution of the Student Government Association within the limited time.¹⁷

In reality, some self-government was in force long before 1916. Dr. Palmer, in spite of all his strict views on proper conduct, favored granting greater responsibilities to students. As early as 1908, he reported to the Board that "a system of self-government has been gradually worked out and the results have been highly satisfactory to the pupils and the teachers." Furthermore, the yearbook for 1916 stated that student government "in these two and a half years

¹⁷ Minutes of the Faculty, I, p. 81, October 24, 1916, but the complete text appears in every edition of the handbook.

has made marked progress.”¹⁸ So while the 1916 petition may date the initiation of student control over the whole school, there was some self-government before that time.

Attempts at self-government began, appropriately, with the seniors. In 1914 they would have been college freshmen. Apparently their first responsibility was for the programs in chapel. Dr. Palmer believed that having students' views for the daily exercise would be helpful. He also placed all members of the highest class on second floor East Main without a teacher. This was a class project. One of the members of that first class remembers that the residents on the hall took their responsibilities so seriously they tried a girl for cursing and almost refused to let her graduate!¹⁹ The senior experiment worked well enough that the President designated a junior hall where students likewise could develop self-reliance, and a sense of responsibility, and prove that they were capable of handling the problems that developed from living together.²⁰

Helen Smith, a college freshman from Dora, wrote for the *Tech-nala* of 1920 a very clear description of the student government as it had developed up to that time. Student government at Alabama Technical Institute and College for Women (the current name), Miss Smith said, fell in the middle between two extremes found in many schools. The rights of students here were neither unlimited nor greatly restricted. The organization at A.T.I. and C.W. was somewhat like the state government. At the head, there was a president elected by the whole student body. The president was the chief executive and upon her depended to a considerable extent the success of the governmental machinery. The executive board had extensive powers. In its executive capacity it had authority over campus, dormitory, and study hour regulations. As a legislative body, it made all laws and amendments. Any changes required a two-thirds vote of the Board and the approval of the dean. The student body had no voice in making the regulations, which the author considered a weakness of the system. The Board also sat as a court. Proctors, which the author compared to policemen, were elected

¹⁸ *Tech-nala*, 1915-1916; see also a letter from Palmer to Miss Blossom Octavia Adamson, May 12, 1919, Palmer Papers.

¹⁹ Vivian Monk Rand, Questionnaire. All other halls had one or more teachers living on them to keep peace and quiet.

²⁰ *Tech-nala*, 1915-1916; *Montgomery Advertiser*, January 5, 1918.

every two weeks by the students on each hall. Two served at a time and each was responsible for "the good conduct of her constituents," furthermore it was her duty to report all offenses she saw in the college community and to see that the guilty were brought to justice. Each Wednesday night, each proctor submitted to the Executive Board a report in which she noted all the misdemeanors she had observed during the week. The Board posted a list of the culprits with a request that each appear at stated hours on Thursday when it sat as a court. At that time (or times, for there were two different hours) each girl had the opportunity to state her side of the case.

Miss Smith extolled the advantage of student government: it promoted democracy, it gave students good training in governing and being governed, it promoted honor and loyalty among students who upheld regulations of their own making. Student government was good for teachers, too, for by being released from the time-consuming responsibility of keeping order on the halls, they had time and energy for other things.²¹

Although Miss Smith said nothing about it, the Honor Board which the faculty approved in early 1917 played an integral part in student affairs.²² At a mass meeting, the leaders had presented a three-point pledge which the students adopted by a big majority. By the pledge the student gave support to the Honor Board, promised to use no unfair means on examinations or tests, and agreed to report any unfairness on examinations or tests that she might see. The Honor Board made up of eight delegates from the classes had as their duties to promote high standards of honor in all classroom work, to recommend changes in regulations about examinations, and to investigate alleged cases of dishonesty in the classroom. The 1921-1922 handbook makes no mention of an Honor Board as such but gives the text of the honor pledge about examinations, and makes the Executive Board responsible, with the advice of the dean, for investigating "any irregularities pertaining to examinations, tests or classroom work that shall come to its notice."²³

The Executive Board continued to have judicial powers until there was a major revision of the Student Government Constitution

²¹ *Technala*, 1920.

²² Minutes of the Faculty, I, pp. 88-89, February 20, 1917.

²³ Handbook, 1921-1922.

in 1948. At that time a student court was created which, in the words of the present constitution, has jurisdiction over violations of the Honor Code, i.e., "lying, cheating, stealing, and violation of conduct regulations," over interpretation of the Student Government Constitution, over cases for which the house councils are not responsible, and over appeals from the house councils and cases of impeachment of any student government officer.²⁴

The honor system has worked admirably at Alabama College and is one of the traditions of which it is justifiably proud. To maintain high standards of honor and honesty, the student leaders make concerted efforts to see that all students understand the honor system. To that end, the chief justice sends to each incoming freshman a letter in which, in 1969, he enclosed a copy of the Honor Code and a pamphlet entitled, "You Are On Your Honor," a statement of the honor system as it operates at Alabama College. An "Honors Convocation" is held early in the school year at which all students are reminded of the importance of honor in student self-government.

At the present time, the Senate is a part of the unified whole student government and its president is vice-president of the S.G.A. It was not so in the beginning. It was then (1925) a separate organization with a separate constitution and its own officers. It "would work closely with the Student Government Association but would have nothing directly to do with enacting and enforcement of regulations." It was organized expressly "to study the interests of Alabama College; to foster the highest type of college spirit, to preserve the best traditions of the college; to raise the standards and ideals along lines of development of the college. On the student Senate shall rest the responsibility of keeping the college spirit alive on all questions that pertain to the welfare and the advancement of Alabama College." Credit for the Senate should go to President Carmichael who was "ever alert to the needs of the college" and who was ready at all times "to render a service to the school." It was hoped that the new feature would become "so imbued with the spirit of progress, service, and uplift" that its spirit might "permeate the whole school" and become "characteristic of the Alabama College student." It would create a spirit that fresh-

²⁴ *Fledgling*, 1963-1964, p. 24-25.

men would "catch in a month."²⁵ Composed of twenty representatives of the senior class, fifteen from the junior class, twelve from the sophomore class, and ten (after the first semester) from the freshman class, it was a relatively large body. In the 1960's, there was in the Senate one senior senator for every twenty-five resident seniors, one junior senator for every fifty resident juniors, one sophomore senator for every seventy-five sophomores, and one freshman senator for every two hundred freshmen. Non-resident students can elect one for every hundred. The Senate is the legislative body of the organization.

In summary, student government has evolved over a long period of time. Progress has not always been steady. At times both officers and faculty advisors have experienced great frustration over specific situations and individuals. At times the advisability of student government at all—the ability of students to govern themselves—has been discussed. But student government continues to function. By 1969, the S.G.A. at Alabama College has evolved (through many changes and revisions) to the stage it is organized much like the state or national government. There is a president, elected by popular vote, who is assisted by a cabinet which he (or she) appoints; a vice president, who, as indicated above, is president of the Senate, the legislative body, and the usual secretary and treasurer. The judicial powers rest in the Student Court which has nine judges, six elected by the three upper classes and three appointed by the president of the Student Government Association. The court members choose one of their own members to be Chief Justice. The house councils, of which there is one for each resident hall, does much of the work in enforcing house rules. S.G.A. elections in the spring use all the trappings of state campaigns: rallies, slogans, posters, and stump speeches.

Perhaps students disliked nothing more than the regulations about uniforms. Before 1917 when the uniform was abolished, all students, both dormitory and local, wore them to all public functions: church, lectures, concerts, chapel when there were visitors present, teas, or any other official affair. Colors and patterns changed some but, in the words of Miss McMillan who had been a uniform-wearing stu-

²⁵ *Alabamian*, April 13, 1925; Student Handbook, 1925-1926, pp. 11-12.

dent herself, the outfit had "little connection with the last word in styles." ²⁶

"It is our purpose to avoid all extravagances in dress," the first catalog of A.G.I.S. stated. It was in keeping with the ideal of maintaining expenses at a minimum that all students should wear uniforms. The earliest was made of navy blue serge or Henrietta (shirt waist and skirt) for winter and the same skirt with a light blue chambray waist for fall and spring. The cap, worn at all seasons, was made of the dress material, trimmed with a white cord and tassel. The girls could make their own outfits or have the work done in Montevallo for \$3.00. Two reliable firms, George Kroell and S. A. Latham and Company, handled the material which the students could order in the summer or purchase after their arrival at school. Since a three-week period of grace after the opening of school was allowed before uniforms were compulsory, the girls had ample time to provide themselves with them one way or the other. White lawn dresses, costing no more than twenty cents per yard, were appropriate for commencement dresses.²⁷ By 1910, the instructions about clothing were more specific and the uniform more elaborate. The winter, or heavy, uniform was a long grey serge coat, grey serge skirt, white shirt waist, oxford cap, black tie, and black hair ribbon. The fall and spring uniform, which had to be provided before the opening of the fall term, could be made of white madras or linen. Each student had to have, when she arrived, four plain white shirt waists made by Butterick pattern number 4226, and one grey serge skirt. The waists had to have attached collars and long sleeves, finished with a tailored cuff. There was no mention of trimming on them but the skirts had to be perfectly plain with neither fold nor buttons for decoration. New students were required to purchase the coat, cap, and a few other items (total cost \$11.00) upon their arrival on campus; those returning could use their old ones, of course. Girls in mourning were allowed to wear black rather than grey and students over twenty-one who entered for special work were excused from wearing uniforms at all.²⁸

²⁶ McWilliams Ms.

²⁷ Catalog, 1896-1897.

²⁸ Catalog, 1910-1911, pp. 45-46.

Students found ways of expressing openly their dislike for the regulations in various ways. A poem "If I Were Dean," made a gentle hint to the authorities:

Those uniforms we'd gently lay away
For don't you think they've lasted past their day?
Perhaps box-pleats would do in Queen Ann's time;
But now, "peg tops" I think would be divine,
If I were dean.²⁹

Already changes were in the making. In 1916-1917, the last year a uniform was required, the catalog specified the color and types of cloth, but not the pattern nor the material. The skirt and shirt-waist were still basic and everything was either black or white except the long grey coat and the inevitable oxford cap. But requirements were less rigid; there was a long list of suitable materials and "any simple shirtwaist pattern having good lines" could be used. There was great variety in collars, cuffs, and ties, but sleeves had to be long.³⁰

Undoubtedly the uniform was on the way out, but it took a war to settle the question. Beginning in the fall of 1917, the school did not require any uniformity in dress. High prices, uncertainty of American dyes which made it almost impossible to get the same shades of any color, even grey, made President Palmer abolish the practice. A few patrons expressed regrets but a very large majority, certainly of the students, were pleased with the change. To bridge the transition, the President appointed a faculty committee "to instruct the pupils in regard to the proprieties of school dress." And he was pleased that there had been no evidence of a "tendency toward extravagance." He warned the students that the uniform would be required the following year if they did not practice "proper economy," and, apparently he was satisfied because it was never again required.³¹

²⁹ Quoted, without source, by Miss McWilliams.

³⁰ Catalog, 1915-1916.

³¹ *Minutes*, III, p. 247, October 25, 1917; McWilliams Ms. Dr. Palmer told the Board that every state school for girls had discarded the uniform two years before. He may have meant the old shirtwaist-skirt-oxford cap type, but some of the colleges for women continued the practice of a uniform for many years. Both Mississippi State College for Women and Texas State College for Women used them

Food at Alabama College during the years of Miss Anna Irvin and Miss Ibbie Jones, protegee of Miss Irvin and alumna, Class of 1927, as dietitians was outstandingly good and abundant. People throughout the State (alumnae and others who have visited on campus) frequently ask if the college still serves that good ice cream in vegetable bowls and still bakes that delicious brown bread. The bread is still on the menu but the large servings of ice cream ceased when the college sold the dairy in 1959 and renovated the kitchen and dining room to provide dining facilities for the rapidly growing student body through cafeteria service. Family style meals with student waitresses had been traditional at Alabama College.³²

Many generations of students will recognize the following three-day menu as typical of their day, too:

OUR MENU

Taken from Miss Anna Irvin's Diary
Sunday, September 7, 1930

Breakfast

Cantaloupes

Cereals		Bran
Cream		Sugar
Bacon		Grits
Toast		Butter
Coffee	Tea	Milk

Dinner

Chicken Fricassee

Rice

Candied Sweet Potatoes

Peas

Lettuce Salad

French Dressing

Hot Biscuits

Butter

Vanilla Ice Cream

Iced Tea

Lemons

Milk

Coffee

until the middle 1930's. To be sure, there was wide variation in patterns and styles, but they both were navy.

³² N. H. Watters, Jr., bought the herd and entered into a contract to supply the college with milk. Contract with N. H. Watters, Jr., Business Office, Alabama College.

Supper

	Potato Salad	
Hot Biscuits		Butter
	Peach Jam	
	Cake	
Tea		Punch
	Milk	

Monday, September 8, 1930

Breakfast

	Bananas	
Cereals		Bran
Cream		Sugar
Bacon	Toast	Butter
Coffee	Tea	Milk

Dinner

Baked Ham		Relish
	Mashed Potatoes	
	Green Peas	
Hot Cornbread		Butter
Light and Graham Breads		
	Sliced Pineapple	
Iced Tea	Lemons	Milk
		Coffee

Supper

	Meat Stew and Sauce	
	Candied Sweet Potatoes	
	Tomato Salad	
	Mayonnaise	
Hot Graham Bread		Butter
	Pineapple	Apricot Jam
Iced Tea	Lemons	Milk
		Coffee

Tuesday, September 9, 1930

Breakfast

	Grapes	
Cereals		Bran
Cream		Sugar
	Creamed Eggs	
Toast		Butter
Coffee	Tea	Milk

Dinner

Roast Beef Gravy
Candied Sweet Potatoes
Fried Fresh Corn
Lettuce Salad 1,000 Isles Dressing
Hot Cornbread Butter
Light and Graham Breads
Chocolate Ice Cream Cookies
Iced Tea Lemons Milk Coffee

Supper

Spanish Meat
Buttered Macaroni
Tomato and Pepper Salad
Mayonnaise
Hot Biscuits Butter
Grape Jelly
Light and Graham Breads
Iced Tea Lemons Coffee

"—And the folks at home wonder why we get fat!" ³³

Even the best efforts of Miss Irvin and her staff sometimes fell short of the wishes of the students as is illustrated by this poem.

PLEASE, MISS IRVIN

One Sunday we came down to breakfast
Expecting our cheese toast to find
But lo and behold we discovered
That Miss Irvin had changed her mind.

We all left the table quite hungry
I now tell the reason why
She served us that usual chipped beef
And hard boiled eggs we dislike.

Now we've been given a break
Why not discuss all the food
We like that tender steak
And sausage and pancakes are good.

For dessert we'll take ice cream
And cinnamon rolls we love
Of brown bread we often dream
And chicken, my goodness above!

³³ *Alabamian*, September 1, 1931.

Now that you know what we like
Miss Irvin it's up to you
Don't make us go on a strike
Please make our dreams come true.

Discontented Daughters³⁴

Miss Irvin retorted with some heat that the poem did not represent a true picture of food served in the dining room. "Aw, Miss Irvin," the students replied, "don't take it so hard. We *had* to write a poem and this is the best we could do!"³⁵

One of the physical changes that the presence of men students brought about was the change in the composition of meals offered in the dining room. With the coming of men it was necessary to eliminate the light evening meal, based mainly on salads, and to substitute a heavier fare. The heavy meal was served at night rather than at noon and within a few years cafeteria service took the place of table service. Students like the flexibility of meal times but they complain about having to stand in line—and listen with disbelief to stories "old-timers" tell of the good food they had in "their day."

A survey of student life on the Alabama College campus would be incomplete without some reference to the various means of notifying students (and faculty) of the hour. Whether it was a bell, the laundry whistle, an electric gong, a transplanted mine whistle, or the chimes, there has been an easily-recognized means of notifying students of the time to rise, the time to eat, and the time to go to class.

The oldest signal is the bell. It is reportedly as old as Reynolds Hall and was used during the many years that the building was an academy. A pencil sketch made in 1899 shows a cupola on top where the bell originally hung. Later it was suspended from one side of the building. Students of the era before the electric gong

³⁴ *Alabamian*, November 13, 1939.

³⁵ Miss Irwin, a native Indianian, graduated from Oxford College, Oxford, Ohio, and then earned a degree at the University of Chicago. After graduation, she remained three years at her Alma Mater where she assisted in the supervision of the Commons, University of Chicago. She came to Alabama College in 1920 and remained there until her retirement in 1952. Afterwards she and her sister Edna, who had joined her in Montevallo as her assistant in the dining room, retired to a hotel in Miami, Florida.

will remember the bell and Will Evans who rang it on Founders' Day, 1896, and for some seven years afterwards. He was still living in 1946 and rang it fifty times as a part of the Semicentennial Celebration. Will was with the school until 1903 when he was succeeded by Alex Scott whose loyal services as head janitor for the college continued until his death in 1939. For years no college annual was complete without a picture of Alex, "his hand upon the rope, his eye upon his big gold watch, ready to sound the bell for classes. Ever the gentleman, alert and helpful, he has allowed an extra five or ten seconds of time to many a tardy lassie scurrying to reach her class before the bell." Many faculty members addressed him affectionately as Dr. Scott. At his death, the college flags hung at half mast.³⁶ The bell, which now hangs again in the cupola, has long since been replaced as a regular signal, but as a part of the exercises in 1946 the Alumnae Association provided that it should be rung on ceremonial occasions each year—"At the climax of all Founders' Day exercises, every College Night, the finding of the crook, at the lowering of the flag at the end of the college year."³⁷

The electric gong system was installed in the classrooms in 1910, but the laundry whistle still announced certain working hours. Students who lived in Ramsay and Tutwiler Halls remember with great feeling being "blasted out of their beds" by the noise. In 1960, the college received a gift of the whistle from the abandoned mine at Marvel which replaced the laundry whistle as the general campus signal. The carillon atop the Tower, given in memory of Mrs. Elizabeth Haley Moore, installed in December, 1963, just in time to provide Christmas music for the whole community, was dedicated at Homecoming, February, 1964. It chimes the hour from seven in the morning to eleven at night and during the class day sounds a warning ten minutes before the hour for the end of classes.

Religion and the church have played important roles in life at Alabama College. The founders, many of them ministers of the Gospel, were active church workers. Of the presidents, Captain H. C. Reynolds was an active Baptist; Dr. Peterson was a Methodist minister who preached regularly although he was not assigned to

³⁶ *Alabamian*, July 13, 1939.

³⁷ Clipping from *The Leader*, October 10, 1946, in the Alabama College Library; Minutes of the Alumni Association, November 9, 1946; Lillie McGowin, Questionnaire.

a charge; Dr. Palmer was an active Baptist layman; Dr. Carmichael was a brother to the pastor of the Montevallo Presbyterian Church; Dr. Lund was the son of missionaries; and all others have been sympathetic toward religion and often active in church or inter-faith work.

The church and religious activities have always been important in the lives of the students. At one time it was a matter of record that more than 90% of the students were members of the church.³⁸ Less than ten years ago, one faculty member said the religious atmosphere was more like a church school than some of the denominational colleges where she had taught. Each of the denominations is richer for the leaders who had their training in Montevallo. The Baptist Church, the largest in the South, has always had more students in attendance than any other, but the Methodist Church usually runs a close second.

In the early days of the school, chapel was a religious ceremony held each week-day morning; all students and faculty were required to attend; the faculty sat on the stage. Sunday school classes were held on campus and each student had to attend one and "the church of her choice." There are many who can still remember the uniformed girls, marching to church, two by two, accompanied by a teacher.

While church and Sunday School attendance has long ceased to be compulsory, student participation in the various denominational activities is still quite good. No accurate statistics can be kept on so mercurial a thing as student attendance at so many church activities and agencies as exist in Montevallo, but it is a fairly reliable estimate that between fifty and sixty per cent of the student population attend some service in Montevallo during a month's time. Student work has grown until in 1969 the Baptist Church employs a full-time student worker and has built a student center (1962) facing on Main Street. The Methodists converted their old parsonage into a house for Wesley Foundation in 1962. The Presbyterians were the first, however, to have a student center. In 1946, Mr. E. E. Forbes of Birmingham gave a house on Vine Street (across from Dean T. H. Napier's home) to the Presbyterians for a Westminster House.

³⁸ *Shelby County Reporter*, November 4, 1926.

The Episcopal and Roman Catholic Churches have space in their building for most activities of a student group. Wednesday evening during orientation week is church night when all students are invited to their respective churches. It is in the churches that most resident students have their only contact with townspeople.³⁹

The work of the churches is off campus; while there is cooperation between the denominations and the school, there is no official tie. On campus, however, there has been, almost from the beginning, some non-denominational, inter-faith organization that fostered religious growth or coordinated the work of the various faiths in the life of the school. The earliest organization of any kind on campus was the Young Women's Christian Association, and for many years it was the strongest, performing many of the services done later by the Student Government Association, the Recreational and Social Committees, and house councils. For a time it was the only organization on campus with a more than local outreach.

The "YW," as it was generally called, began the first year there was a dormitory, which was 1897-1898. Miss Anne Kennedy, writing in 1916, said that Miss Pattie Barnett was the first president, and the members "a small group of Christian girls and teachers [who] felt the need of such work within this new girls' state school and set themselves the task of introducing it. . . ." ⁴⁰ The early work was helped by visits from Y.W.C.A. traveling secretaries; former students remember Miss Laura Wilde and Miss Frances Crosby who visited the campus to help put the organization into operation. Captain Reynolds had encouraged the work, but it was Dr. F. M. Peterson who as a minister gave wholehearted support to the "YW" as "a valuable factor in the educational work to be done at this state institution." The Peterson family was active in it. Busy as Mrs. Peterson was in "establishing her refined, cultured and beautiful Christian home on the campus, she always had time for the girls of the Young Women's Christian Association," and was ever ready to counsel the girls on "matters both material and spiritual." ⁴¹ Miss Lena Peterson, later the wife of Dr. Edgar Givhan, was association

³⁹ Of the more than one hundred questionnaires returned by alumnae, more than half said the churches furnished their only local contacts.

⁴⁰ Anne Kennedy, *Technala*, 1921.

⁴¹ *Ibid.*

president in 1899-1900; two other daughters, Margaret and Nell, were active in it.⁴²

For many years there was a "general secretary" who was responsible for the program on campus. How early there was such a person is uncertain, but in the *Handbook* for 1908-1909 the treasurer (Ina Day) reported an expenditure of \$600 for the secretary's salary. Three hundred dollars of this came from "appropriation," presumably by the school authorities.⁴³ It is interesting to note that in the "YW" records there is one call for a special prayer "that the faculty should be moved to give \$100" toward the secretary's salary! ⁴⁴ Miss Mary DeBardeleben was the first secretary. She was an Alabama girl, fresh from her studies in New York; she "brought fine practical help in the form of better system and order as well as in quickening spiritual power." Miss Willie Fagin arrived in 1913 and remained several years. She later became Mrs. Charles R. Calkins. With the passing of the years, a general secretary was replaced (at least the work was done) by faculty advisors. Dr. Hallie Farmer, for instance, was an active advisor for years. Miss Harriet Taylor, who taught religion at Alabama College in the 1950's, was the last official so designated. The last time the Y.W.C.A. appeared in the *Montage* was in 1957. Since then it has been the Student Christian Association or Student Religious Association.

The Young Women's Christian Association proposed to promote the work of the Christian religion on campus. In so doing, it engaged in many activities. In carrying out its primary spiritual purpose it sponsored, for long years, a daily meditation period. It may have been called "Morning Watch," "Noonday," or "Evening Vespers," but the time was the only difference. At times it held a mid-week service. During most of its life, it held special services, often beautiful, at Thanksgiving, Christmas, and Easter. It fostered Bible study and informed students by means of the *Handbook* what the study would be each year. When the Student Volunteer Movement was popular, the Y.W.C.A. sponsored a local group and in other ways (one of which was collecting a library) encouraged an interest

⁴² *Technala*, 1921; *Handbook*, 1908-1909, pp. 9-12.

⁴³ This is the earliest handbook yet discovered, but Miss Kennedy mentions a handmade one by one of the teachers. *Technala*, 1921. The 1908-1909 handbook is the "second edition," title page.

⁴⁴ McWilliams Ms.

in missions and missionaries. Beginning in the Summer of 1899, the local group sent one or more representatives each year to Blue Ridge, North Carolina, to the regional convention. Miss Pattie Barnett, who was the first delegate, decided to transfer to Peabody that fall, but she did return to Montevallo to make a full report of the summer in the North Carolina mountains. As the historian of the college wrote, "This report of Miss Barnett's marks some distinct growth for it was then unknown to southern social custom for a girl to appear on a public platform to speak. . . . Thus began that excellent movement in the Young Women's Christian Association—to train the girls of this school to do with ease and grace any necessary public speaking."⁴⁵ Drives Week became the means of raising money for various projects such as the World Student Service Fund. In the early days, the "YW" sponsored visiting ministers for "special evangelistic meetings." "Special evangelistic meetings" have evolved in recent years into Religious Emphasis Week, sponsored many years by the "YW" and now by the Student Religious Association. The "YW" was (and its successor still is) responsible for a convocation during Freshman Orientation Week at which it introduced the local religious leaders (ministers and other full-time religious workers) and the presidents of the denominational student groups. Beginning in 1900 and continuing for many years, a part of Commencement was an "address" before the Y.W.C.A. The first was on Sunday afternoon, May 13, 1900, at 4:00 p.m., by Reverend C. L. McCartha of Troy, who also gave an address before the industrial departments the next morning. The speakers often, as in this instance, had other functions at the Commencement services; other times they were leaders of church or of women's groups.⁴⁶

But the "YW" was for fun, too. For many years it was the chief party-giver on campus, beginning with a reception (now given by the Student Government Association) or the Sis-Major, Sis-Minor party during Orientation Week. Whatever the nature of the party, the purpose was the same—to get the incoming students acquainted. Each year the "YW," or its successors, sent out a letter of welcome to all new students, giving them an idea of its work.⁴⁷ Step singing, whether on the front of Main or because of inclement weather inside,

⁴⁵ Anne Kennedy, *Technala*, 1921.

⁴⁶ Handbook, Yearbooks, *Alabamian*.

⁴⁷ See letter from Bill Norton, President of the S.R.A. for 1964–1965, to freshmen.

has been an activity of the religious groups that is enjoyed by all.

The "YW" was for practical service, too. For many years it did what student orientation was done for incoming students. It issued the *Handbook* with "do's and don't's" or "tips" for school life. In the 1906-1916 period its members cared for an orphan in a home in Talladega. The girls assumed the burden of her clothes, buying the material and making them, and of supplying her with toys and books. While the child was their responsibility, they took her on visits to the school "where her delight was equalled only by her embarrassment over the great attention given her by all those grown-up girls."⁴⁸ For something like twenty years (until the present bookstore was enlarged and a full-time manager was employed in 1947),⁴⁹ the Y.W.C.A. ran a Tea Room, the only place on campus to buy food and other supplies. "Good things to eat when the dining room is closed," ran an ad in the first issue of the *Alabamian* in the Fall of 1931. It was "the little room on the left at the foot of the stairs leading from West Main" on the way to the post office then, but it had other quarters at other times. The last was in Reynolds Hall. Annually there is a Christmas party for the children of the servants of the college, held in the gymnasium, which had done much to foster goodwill between students and the employees of the college.

The Young Women's Christian Association introduced the school to "a high form of service;" refinement, true culture, and high inspiration "attended and characterized all its course." The "YW" did its work well, but it like other worthy institutions, ceased to serve the needs it once did. Consequently, a new institution—a new system—took its place. The new is not exactly like the old; in some ways it is better, in other ways it is less effective. But the purpose of promoting religion and high ideals on the campus is the same. It is another example of the evolution of the modern Alabama College.

Clubs and student organizations, called by whatever name, have been a part of campus life from the beginning. They have played

⁴⁸ *Technala*, 1929, p. 127; *Handbook*, 1909.

⁴⁹ Mrs. Minnie Lou Warnke was the first one after the college took it over; Mrs. E. P. Hood has held the position since Mrs. Warnke went to the college business office. For many years previously, Miss Georgia Leeper had been postmistress and operator of the bookstore.

roles of varying importance in the life of the school and individual students. At times their activities have been so time-consuming that a student could make "a full-time career" by attending meetings even if she did not attend classes. Most of these organizations are connected with academic departments or the Student Government Association. In earlier times, clubs were more social in nature. The climax of this earlier development was reached in 1930 when the members of these clubs voted to abolish them.

The reporter for the *Alabamian*, commenting on the action of the members (approximately 130) to abolish their own clubs, considered it "one of the most startling changes ever made on the campus of Alabama College." Club leaders, who had been the most enthusiastic in club work, led the movement because they believed "the clubs were no longer serving their purpose." Most of the students questioned about their reasons for voting as they did said they could not afford to belong to a social club and that the school and student body had outgrown the purpose for which the clubs had been founded. President Carmichael, when informed of the action of the clubs, said, "The movement came as a complete surprise to me. I was delighted to see the group take concerted action in this step. It shows qualities of leadership and courage. In doing this, Alabama College takes her place with the foremost women's colleges of the country." He had heard "compliments and congratulations" on every hand, from faculty and people not on campus. Students likewise were of the opinion that since they were not getting out of the clubs half what they were putting into them, "this was the best thing that could have happened."⁵⁰

It is interesting to note that the clubs gave the money in their treasuries to the college which purchased with it the chairs used on the stage of Palmer Hall.⁵¹

As early as 1918 there was discussion of the desirability of allowing national sororities on campus. "It is reported quite generally over the state," wrote Hugh Erwin of Camden to President Palmer, "that the A.G.T.I. is contemplating the admission of sororities or Greek-letter women's fraternities." Mr. Erwin was opposed to hav-

⁵⁰ *Shelby County Reporter*, October 8, 1931; *Alabamian*, October 13, 1931. See also the yearbooks and catalogs.

⁵¹ Dr. Katherine Vickery, interview, March, 1964; *Minutes*, IV, p. 303, May 20, 1932.

ing such organizations; he appealed "in behalf of that Democracy [which] should be in all our public educational institutions and that is reputed to have had heretofore a strong hold in Montevallo," and at great length denounced the snobbishness and "rotten politics" of such societies. Dr. Palmer's calm reply was that he had not heard the question discussed in connection with his school. In fact, he wrote, "such societies are not established in any institution until that institution has a full college course. Since it would be at least two years after a fourth year of college was added (and it had not yet been announced) the question was largely academic. Dr. Palmer himself was opposed to sororities. However, he was sure the matter would come up again."⁵²

And indeed it did come up again. In 1931, a subcommittee of the Board of which Mrs. Brevard Jones was chairman, reported adversely on the possibility of having sororities at Alabama College. There seems to have been no further serious attempt to form Greek-letter social clubs until after the advent of men on the campus.⁵³

Too many campus organizations and activities were for women and dominated by women, the men students said. They wanted something of their own, something that would give them status. Consequently, it was not long after men became permanent on the campus that they began petitioning the faculty committee on student organizations for permission to form social clubs as a step toward establishing Greek-letter fraternities. In their petition for recognition each group pledged to maintain high ideals of scholarship and conduct, to cultivate a feeling of brotherhood for its members, to improve the social life on the campus as a whole, to do acts of service helpful to the college program, and to help boost the morale of the students. There were pledges of attendance at convocation and other public functions, and of improvement in the dress of their members.⁵⁴

The faculty committee on student organizations approved the petitions for the organization of social clubs. They did so for several reasons which included the following:

⁵² Hugh Ervin to T. W. Palmer, October 7, 1918; Palmer to Ervin, October 9, 1918.

⁵³ *Minutes*, IV, p. 264, October 10, 1930.

⁵⁴ I am indebted to Dean of Men, James R. Wilkinson, for permission to see both the petitions and by-laws of the existing social clubs.

1. The influence this college exerts in this state and the reputation it enjoys depends upon the ability of the graduates to exert leadership in administrative, executive, social and professional endeavors. Fraternities provide additional training grounds for the development of initiative and leadership in group social relations.
2. Fraternities provide opportunities for organized political activity in campus politics and provide the challenge to other campus groups to organize and take action.
3. Fraternities would improve the social life and the situation of the men students on the campus.⁵⁵

In 1964 these three social clubs became full-fledged fraternities and two more have been added so that the list now includes: Chi Alpha Tau, Delta Kappa, Phi Alpha, Phi Alpha Epsilon, and Theta Sigma Chi.

There are in 1969 three sororities: Phi Kappa Lambda, Omega Tau Omega, and Alpha Theta Pi. Although they are still young, they are busy in various projects.

An integral part of life on campus is its publications. The oldest at Alabama College is the yearbook which was from 1907 to 1910 the *Chiaroscuro*, from 1911 until 1940 the *Technala*, and since that time the *Montage*. There is one for every year.⁵⁶ Some years it contains much student writing, in others mostly pictures of people and campus life. It is the memento of college that former students most frequently keep.

The earliest newspaper was first published in 1924. The girls named it the *Van Guard* because they "who labored so lovingly and so diligently on that first staff dreamed that they might catch the pioneer spirit of the gypsy who drove the first wagon, the Van Guard, over the hills, blazing the trail for future followers, and that they might pass that spirit on to those who would later need inspiration and encouragement along the way as the paper grew." It was a four-page monthly newspaper. The first issue proudly announced that the enrollment was 630. Most of it was crowded with "spicy jokes, gossip of things social, short stories, exchange columns and ridiculous little comics tucked away in every available corner."

⁵⁵ James D. Thomas, Chairman, Committee on Student Organizations, to Dr. Howard M. Phillips, January 3, 1962. Files in President's Office.

⁵⁶ There is a complete file of yearbooks in the College Library.

This publication lasted only one year but it was replaced by the *Alabamian*, the first issue of which is dated September 15, 1925. The *Alabamian* has continued to grow. The next year it was expanded to an eight-page paper, still monthly. For two years, 1929-1931, by authority of a vote by the student body, the editors published the *Alabamian* as a monthly magazine. Feeling the need for a news medium, they returned to a regular newspaper of six pages in September, 1931. It has varied in the number of pages, in frequency of publication (once a month, twice a month, and even for a part of one year, once a week) and contents, but the format has remained the same. As a newspaper, its value to the student body has varied but most editors in recent time (and this is probably true of all of them) have tried to make it a medium of expression for students on student problems and interests. At times it has been very good, winning prizes in contests with other student publications. At other times it has been less outstanding. While there have been instances where the editorial staff or individual students have felt their freedom of expression was less than free, it seems safe to say that throughout the years the publication has had fewer than average restrictions.⁵⁷

The other regular student publication has been the *Tower*, a literary magazine, published at different intervals. The first issue came out in 1932 and it has been discontinued and revived several times. Sometimes there are two issues each year, at other times only one.

Alabama College has had some form of athletics since 1900 when Dr. Peterson hired Miss Maggie Austill to teach physiology and physical culture. The catalog of 1899-1900 says of the work of her department: "The gymnasium work for the coming session will consist of a combination of what is best in the Swedish and Delsarti systems. With the exception of club swinging, the work will be free hand and the first work is with the exercises which help toward muscular control, correct breathing, walking and standing. There cannot be grace and freedom without strength so the first work is for strength through the proper use of lungs."⁵⁸ In sixty-nine years,

⁵⁷ *Alabamian*, October 11, 1932. The files in the library do not contain any copies of *Van Guard*.

⁵⁸ *Catalog*, 1899-1900, p. 32.

the program has developed from that meager beginning to an intercollegiate program which includes most sports, except football, and is housed in three buildings, one of them a \$350,000 gymnasium built in 1964. There have been competitive sports during most of the intervening years. For a period of time, the women's colleges played intercollegiate basketball, which furnished welcome opportunities to get off campus. On Thanksgiving for many years there was an important game between juniors and seniors. Many students who were at Montevallo in the 1910-1920 period remember the excitement and rivalry attending this annual event, and there are many photographs to support their memory.⁵⁹ In the inter-class contests in tennis, volley ball, soccer, and others, in addition to basketball, the staff has emphasized athletics as recreation rather than as competition. Dr. Margaret McCall, for many years Head of the Department of Health, Physical Education and Recreation (and the department is still called by that title), until her death in the Spring of 1958, had a philosophy that physical education was for life and for the development of the whole person.

The athletic program, as it has developed since coeducation, is unique in that it is an integral part of the department. John Chellman was the first male physical education faculty member; he came to the department in 1956, but stayed only one year. The next year Frank Lightfoot and Floyd Anderson joined the department and inaugurated intercollegiate baseball and men's tennis. Dr. Chester Palmer became head of the department in 1959 and started intercollegiate golf. Cross Country became a part of the program in 1961. Leon Davis was hired to initiate a basketball program which began operation in the Fall of 1964. By action of the Board of Trustees, basketball scholarships are offered, the first athletic grants-in-aid in the history of the college.⁶⁰

During the deanship of Dr. T. H. Napier, one of the highlights in the social life of the senior was the dean's tea. Dean and Mrs. Napier entertained the seniors and their class advisors about the middle of April each year in their Spanish-style home on Vine Street. Mrs. Napier planned long ahead for it and so did the seniors who took account of their wardrobe to see that they had proper attire.

⁵⁹ Questionnaires, *Technalas*; photographs in private collections.

⁶⁰ Statement from Dr. Chester Palmer, August, 1964.

Dean and Mrs. Napier had no children of their own and therefore lavished on the girls much affection. Dean Napier was a beloved man, a father image to hundreds of students who attended Alabama College during his twenty-six years as Dean. Mrs. Napier also had contact with large numbers of girls in her Sunday School class at the Methodist Church. Students loved them and anticipated the tea as one more opportunity to be with the Dean and his wife.

While the details differed from year to year, the tea was held on a Saturday afternoon, about the middle of April. Mrs. Napier had a small, but productive, garden which produced the flowers which she used in decorating the living room, dining room, and library. Since each class had colors, she attempted to carry them out in the flowers. Take the tea for the Class of 1937. Their colors were purple and white which the hostess used with white roses, purple stock, purple and white sweet peas, and white lilies.

That year the class advisors were Mr. E. H. Wills, Mr. M. Ziolkowski, and Miss Katherine Farrah. The house directors (called house-mothers then) and the dean of residence, Mrs. Mary McCoy, were guests. Jane Fowler was president of the class and Sarah Kyser president of the Student Government Association and Dorothy Davis president of the Senate. Members of the junior class served in the dining room; Alvis Nevill was their retiring president. Everyone, from the hostess, "dressed in a black tea gown with crystal beads" to Aeolian McRee, editor of the *Tower* (and last on the guest list) who wore a beige crepe dress with a large beige hat, was dressed in her most fashionable best. This, in brief, was an important, almost command, occasion.⁶¹

Dean Richard Powers and Dean M. L. Orr and their wives kept up the tradition during their years and so did Dean and Mrs. John B. Walters their first year. But illness in the family necessitated cancellation in the Spring of 1961 and the custom was not revived thereafter.

The most formal event of the year was for a long time a reception held on Saturday evening before the Baccalaureate Sermon on Sunday. It was designated as the Governor's Reception. The Governor, as ex-officio Chairman of the Board of Trustees, and his wife were invited as honored guests. The event was held in Main Hall. The seniors entered with considerable pomp and ceremony and

⁶¹ *Alabamian*, April 20, 1934.

were presented to the people in the receiving line—the President, the other officers of the college administration, their wives, and of course the Governor and his wife.

Before Main was rebuilt and redecorated in 1946, the seniors came down the broad central staircase in two's, dressed in their formal best. It was a beautiful sight to see. The college orchestra or string quartet played mood music and someone announced the girls as they came down the stairs. After the stairway was divided, the entrance was not quite so picturesque, but it could still be used.

In the 1950's, because the governor so seldom came to the reception, it was changed to a garden party at Flowerhill, the President's home. But there are many alumnae who remember with pleasure the lovely picture of girls in their best attire—and best poise—coming down the sweeping stairs to be presented to the Governor and his lady.

One of the oddest and most consuming traditions at Alabama College has been Crook Week. In the early days it took up the better part of the week; in more recent times it has been restricted in both length and scope; and, in the mid-1960's, was confined to a Saturday morning early in May and was on a voluntary basis. It lost much of its significance when student rules regulating life on campus became more lenient and there was little difference between privileges of the classes. Furthermore, coeducation did much to bring about its demise.

Crook Week was initiated in the 1920's shortly after the school became a four-year college. At that time, there was a marked difference between the privileges of the various classes—the number of dates allowed, the matter of chaperones, nights out, time to be in the dormitory, and the like. The transition from a "lowly junior" to an "exalted senior" was very marked in the minds of the students themselves. Crook Week was "thought up" by some of the seniors and young faculty women as a kind of initiation or induction into the senior class. It was a kind of hazing or "hell week," used when "juniors reached the point in their college careers when it seemed fitting to assume the weighty role of seniors." To do so, they must find the crook.⁶²

⁶² The student handbook each year gave the date and purpose of the event. Most of *Alabamian* articles quote verbatim from the Handbook. Interview with Dr. Vickery, February 1, 1964.

The crook is a limb of a tree. Reportedly, the "mother tree" was a cherry. It looks as if it had been "yanked" from any convenient tree or taken from a brush pile. When students, after hearing about the crook and the importance of finding it, finally see it, their reaction is almost invariably, "is *that* the crook?" Actually the senior who chose it had a carpenter cut it from the tree and strip it of foliage. In recent years it has been given a coat of varnish and, in spite of numerous attempts to steal it (by whom one can only guess), the crook remains a treasured relic of the college, honored with a glass case and housed normally in Tutwiler Hall, the senior women's residence hall.⁶³ It is to be stored in the museum when the college acquires one.

How and when did it all start? In 1926, Dr. Katherine Vickery of the Psychology Department and Robbie Andrews, a senior, and Hattie Lyman had the "bright idea" of getting a symbol and using it. The crook, once obtained, was hid in a brush pile to the rear of the Storr house. The Storr house was at that time on the site where Palmer Hall was built later. It was at that time used as a teachers' residence. Dr. Vickery lived there and could see the brush pile from second story window. The crook was on campus (a requirement), but not in easy sight. It was the responsibility of the juniors to find it.

What happened during Crook Week? The account of the event in 1940 in the *Alabamian* will illustrate:

... Three weeks before the close of the scholastic year, a Crook Court was called at 12:00 noon. Seniors in their caps and gowns marched into Palmer Hall while the juniors, demoted to freshmen, stood to do them honor. Martha Terry, senior class president, presided at the meeting and gave instructions as to boundaries for searching and duties for performing during the week.

The boundaries include all the campus grounds. Juniors are to rise at 5:00 a.m., continue to hunt for the crook until breakfast, and throughout the day for as many as are necessary to find the sacred emblem. For the crook symbolizes responsibility and superiority in every campus activity. Seniors will occupy the heads of junior tables.

If the crook is not found by 6:00 p.m. Wednesday, May 8, restrictions will be placed on the "freshman" class of 1941 for the remainder of the time. When the crook is at last found, bedlam will reign and the pair who

⁶³ The glass case, likened to "a tomb for a mummy," was made in 1936. *Alabamian*, May 26, 1936.

discovered its hiding place will be crowned heroines of Crook Week at an impromptu ceremony. The crook will not be found officially, however, until it is identified by the president of the senior class.

On the last day, seniors would call a final court, subject the victims to their punishment and present the new senior class president with the senior class ring and pin.⁶⁴

During the week all kinds of mad activities had been going on, beginning uniformly at 5:00 a.m. when the "freshmen," appropriately dressed (and this meant whatever the seniors directed), received the seniors in their rooms. There was a full schedule for them which demanded all their time when they were not in classes; they searched for the crook or performed requests of the seniors. The juniors were called some depreciating name; in 1940 it was "Termites." Each "termite" was to carry a miniature crook tied with a green ribbon, go armed with an old toothbrush, a box of Lux and a glass of water, make speeches on anyone of a dozen impossible subjects, sing at the request of any senior, stand to honor any passing senior, call her "Miss," pick up any paper or other trash that happened to be on the loafing porch or on the ground, and one of a thousand other things that a group of fun-loving and inventive girls could think up. Some of these activities were very clever and others lacked originality. Some were classed as "stupid," especially by the juniors!⁶⁵

The climax to the event was Crook Court, held at midnight. It was meant to provide a "spooky" setting for "trying" non-conformists of the week, and it usually fulfilled its purpose. The stage setting for the 1940 court shows the attention to details that would provide an eerie atmosphere:

Seniors will already be in auditorium when the Termites arrive. They will be dressed in their robes without collars. They are to be bent down in their seats and raise their heads just as the termites who are to sit with them come. The organ is to be playing the morbid parts of Valse Triste and someone is to be playing scrapes on a violin above the bridge with a bow unrosined. Thunder and lightening will be heard and seen. When all the termites are seated, a faint greenish glow will come over the stage.

⁶⁴ *Alabamian*, May 6, 1940.

⁶⁵ The schedule for Crook Week, the list of regulations to guide the "termites" through the week, and some of the charges made at Crook Court are in the office of the Student Government Association.

A big black coffin will be in the center of the stage. A skeleton to which attached a string from the top of the stage will rest in the coffin. It will slowly rise. Members of the jury and the judge will have flash lights under their chins. The only other light on the stage will be a spot directed down on the unfortunate termite, and one on the judge. The termites will be called out from the audience by someone singing two blue notes in a high key—two syllables with the second one—half step down, like the calling of David in "Lights Out."⁶⁶

What kind of charges did the senior jury make? A serious one was finding the crook! Another one was doubting that the crook was even hid, or failing to comply promptly enough with a request made by a senior, or even of "being too elusive" during the week. The sentences meted out were "in keeping with the seriousness of the charge."⁶⁷

When Crook Week was in its heyday, it occupied the whole campus, not only the juniors and seniors, for everyone was interested in their antics. One new faculty member, uninformed about the nature of the event, was astonished to arrive on campus for breakfast and find students atop the new dining hall, sitting astride the ridge pole, all facing east and crowing like roosters "to greet the rising sun!" This, she was informed, had been going on since 5:00 o'clock.

Crook Week for many years on the college schedule, just as was Christmas and Commencement, does not appear in the current issue of the student handbook. Instead, there is a set of "freshman traditions" which "have grown up in the school through the years. These traditions are "designed to encourage freshmen to take an active part in campus life and to feel the full surge of A.C. spirit from the beginning." The more eager and wholehearted a freshman's participation in the traditional activities, he is told, the sooner he will feel at home with other freshmen. All freshmen have to have "rat hats" by the end of the second day and wear them at specific times and places, greet every person they meet on campus, wait for upper classmen to precede them through doors, enter only by certain portals, sing for upper classmen, perform certain courtesies. This too ends with a court (Rat Court) and the induction

⁶⁶ Student Government Office.

⁶⁷ This paragraph is based on an undated paper in the Student Government Office. It must have been 1939 because some of the juniors "sentenced" were seniors in 1940.

of the new students into the full fellowship already enjoyed by the upper classmen.

The kaleidoscope of student life has so many facets, is made up of so many pieces, that it is impossible to catch them all, but for every individual student and each student generation there is a new set of experiences and, therefore memories, that colors his or her life as a student.⁶⁸ For many (in fact, most), Alabama College is a place where they spent four happy years. It was conservative in some respects, but progressive and pioneering in many fields of knowledge. The small student body and the "snug" campus provided opportunities for close contact with members of the faculty, and many feel they did more than get degrees—they also got an education. Montevallo was remote (isolated and provincial, some said) but there was a certain amount of security and protection from the stress and strain of the world that allowed many to concentrate on learning. Many alumnae, having come in contact with graduates of other schools, have renewed respect for their Alma Mater and the kind of education they received there.

There are many campus scenes former students remember: the lovely flowering crab apple tree by East Main, a perfect bouquet every Spring; the flowing wisteria over the front entrance of Main; the red, sticky mud, before there was any extensive paving; the Tower, now converted into offices for student publications; King family cemetery with its stone wall faintly reminiscent of New England; the wide spreading oaks; the avenue of pecan trees, stretching up to Flowerhill which one president tried in vain to have named Chesnutt Drive for the faculty member who set them out; the annual crop of nuts which provided material for the perennial joke about the race for nuts between faculty, students, and the squirrels—with the squirrels always winning; King House with its simple white dignity; Reynolds Hall with its charm and stateliness; the dining room decorated for Christmas; the rolling vista to the west toward Aldrich Hills; and those gorgeous sunsets—those gorgeous sunsets!

And there have been campus pets: Dr. Palmer's sway-backed horse "Proctor," who was more than a pet, he was the only means of lo-

⁶⁸ This section is taken largely from the more-than-one-hundred questionnaires which alumnae filled out and returned.

comotion for the school until 1917 when Dr. Palmer acquired a Model-T Ford; Dr. Eastman's cat "Smokie;" Dr. Vickery's cocker "Charcoal;" Mr. Z's "Corkie" whose measured tread matched that of his master; Miss Peter's Scottie, "Dick Tracy" who, having a mind of his own and a quiet dignity, "would have been president of the college if he had been a man;" Dean Walter's "Ginger" who went to school with him every day for more than a decade; Dr. Bob Mount's boa constrictor (a pet?) that ate and ate and grew and grew; the chihuahua puppy, belonging to a faculty member, which wandered on campus and some of the girls took him in Hanson for the night ("he was lost and so little") and after they had given him a bath in their tub, they annointed him with perfume—good French! And there has been the endless procession of nondescript dogs which have insisted on sleeping in classrooms, even snoring at times. And of course the squirrels that, by the scores, frisk about the campus and keep up a "sassy" chatter.

In relations off campus there were church receptions and church suppers; Mrs. T. H. Napier's Sunday School class at the Methodist Church; evenings at the Westminster House; theatre parties at the Strand with Eddie Watson as host; the drug stores which, in the early days, went to great lengths to keep handsome "soda jerks" to out rival their rivals! And, of course, there were town boys who wanted to—and often did—date the girls.

Conversation, bull sessions, or just plain talk is important in the life of any student. This has been true at Alabama College. According to their own confession they have talked about many things: boys, war, teachers, dates, the depression, changes in campus, men, new styles (short hair, short skirts—and shorts), food, fire drills, service men from Craig Field, jobs, beaus, the big snow, dramatic and tragic public events like the death of the president, men, marriage—and more seriously, religion, public affairs, future of mankind, and the importance of the arts.

The women in charge of the student residences, whether called matrons, housemothers, or house directors, have had profound influence on generations of students: Mrs. Louise Coleman in Ramsay, Mrs. J. K. Harris in Main, Mrs. Louise Duncan in Tutwiler, and Mrs. Nora Reynolds, listed in 1930 as "college hostess." Stories are still current about the latter's beautiful clothes, her good grooming,

her beautiful white hair, and above all, her high standards of what was correct and appropriate. Young men, for instance, had to be properly clad in coat and tie to call on girls in the student parlors. At her death, a colored maid at the college paid the following tribute to her:

IN MEMORY OF MRS. H. E. REYNOLDS, MY FRIEND
(a poem by Mittie Mae King)

I have a friend that has crossed the bar
One day heaven's gate stood ajar
And a host of angels did attend
To welcome my friend.

We grieved at her parting
And we surely would
For she was always
Worthy, kind and good.

She was a queen
And she reigned with power and zeal
Not just painting pictures
But true ideals.

She was brave
As she traveled earth's chilly sod
She fought life's battles
Along with God.

At the close of the morning
Near the noonday sun
A voice sweetly whispered
Well done.⁶⁹

Teachers loom large in the life of students. They remember Dr. Hallie Farmer with her ability to make them "use their brains," and to get them interested in politics; Miss Myrtle Brooke for her ability to "draw you out;" Dr. John R. Steelman who left the Sociology Department to go to Washington to work with Secretary of Labor, Frances Perkins; Dr. W. H. Trumbauer (Trummie) with his clipboard, writing criticisms; Mr. Robert Payne and his poetry

⁶⁹ *Alabamian*, May 17, 1938. Mittie Mae was the maid in Main Hall and later in Reynolds. Badly crippled by arthritis, she lived in Montevallo until her death in 1965. Mrs. Reynolds was the widow of Mr. Herbert Reynolds (a son of Captain Reynolds) and the mother of Mr. Eugene Reynolds, resident of Montevallo.

class on the loafing porch; Dr. Leah Dennis with her "pure intellect;" Mr. A. C. Anderson, who could do more with a pat on the shoulder than most accomplish in a lifetime; Mr. Sydney Forsythe who could produce "more brain throbs" by his dynamic and unusual teaching techniques than the ordinary teacher could with conventional methods; Miss Helen Blackiston and her bicycle; Dr. Willena Peck with her "Pink Pills for Pale People"—and merry twinkle in her eye—and many, many others for just as sufficient reasons. Students especially liked being invited into homes of the faculty, to be pleasantly surprised that Ph.D's could also cook.⁷⁰

Faculty people have had influence on students for different reasons: some because of their strong character; others because of their love for their subject matter; some because they were so human and understanding and others because they were so eccentric, yet loveable; and still others because they were blest with beauty, good looks, charm, and energy.

All life has changed in the seventy years since A.G.I.S. opened its doors in 1896. But nowhere is it more apparent than on a girls' school campus that has graduated to a degree-granting college and then eventually has become a coeducational institution. This, of course, is what has happened to the school in Montevallo. With coeducation, the school enters a new phase, the implications of which the administration, the teaching faculty, and the students are still trying to evaluate.

⁷⁰ Dr. Hallie Farmer and Miss Myrtle Brook are far in the lead of "outstanding faculty members" according to the alumnae questionnaires.

An Epilogue

President Arthur F. Harman was fond of saying to the faculty, "As institutions serve, they change." Alabama College is a good case in point. Throughout its history it has always responded to challenges and demands made on it. This institution, notwithstanding the early emphasis on technical and industrial education, offered from the beginning a well-balanced curriculum of liberal and cultural subjects. There has never been a complete break with the past as the college ever seeks to adjust to a changing world.

As the state college for women, it had a unique and definite place in the educational hierarchy along with the University of Alabama and Alabama Polytechnic Institute. Its role was to educate the young

women of the State, specializing in the subjects that were the particular province of women. In so doing, it pioneered in many fields which have since been added at the other institutions of higher learning in the State. It was as a college for women that it won a reputation for excellence. It was the constant aim of the presidents and faculty to make the college the best of its kind in the South and equal in quality to the prestige schools for women in the East. This point of view is repeatedly emphasized in the history of the school. As a result, a fine *esprit de corps* developed. Administration, faculty, staff, and students were one large family with a genuine interest in the college and in one another.

Changes have come rapidly in the last few years and the college has lost some of its distinctive characteristics. Good roads, cars, the mass exit of students on weekends, coeducation, large enrollment, commuters, cafeteria service, faculty turnover, four short presidential administrations have all contributed to this trend. As the state college for women, Alabama College enjoyed a unique position; as a state college of liberal arts, it was in competition with many other institutions of higher learning. The competition, however, predates the change in name and in the nature of the student body and did not originate at Alabama College. Rather it came when, in the 1940's, other institutions increased their bid for women students by adding to their curriculum courses once offered only at Alabama College. The trend in higher educational institutions to offer on every campus a greater variety of courses, worked against the continued existence of a college exclusively for women.

With coeducation, therefore, Alabama College entered a new era, an era filled with problems and challenges that were different from those of the past. The college faced the new role in the same manner it has in earlier times by seeking ways of serving the State and nation effectively. The officials and faculty are exerting every effort to maintain standards of excellence and to broaden its scope of service in order to meet the demands of a changing world.

In 1969 the institution enters even another phase in its development. Because of the trend to establish a system of state junior colleges and to make the state colleges into universities, action was begun that led to a change of name and on September 1, 1969, Alabama College ends a long and honorable life as The University of

Montevallo comes into being. There is a note of sadness in the passing of the old order; many faculty members would prefer to keep it an excellent undergraduate college. But there is also an element of hope and confidence. Central Alabama promises to be a center of vast development in the very near future. With abundant natural resources in minerals and timber, excellent power and recreational facilities along the Coosa River, other outdoor opportunities at Oak Mountain Park, and a growing population, a university with imaginative programs designed to serve an expanding community faces an exciting future which there is every reason to believe it will meet with wisdom and confidence. For the history of Alabama College has taught one unmistakable truth, that any institution if it intends to survive must and can adjust to the rapidly changing scene.

Appendix I

PRESIDENTS OF ALABAMA COLLEGE

Henry Clay Reynolds	1896-1899
Francis Marion Peterson	1899-1906
James Alex Moore, Acting	1906-1907
Thomas Waverly Palmer	1907-1926
Oliver Cromwell Carmichael	1926-1935
Arthur Fort Harman	1935-1947
John Tyler Caldwell	1947-1952
Franz Edward Lund	1952-1957
Howard Mitchell Phillips	1957-1963
Delos Poe Culp	1963-1968
Kermit Alonzo Johnson	1968-

Appendix II

LEGAL PROVISIONS FOR ALABAMA COLLEGE

Introduction

Alabama College does not have a charter as such, but was created directly by a Legislative act and is, therefore, "an arm of the State" dedicated to providing higher educational opportunities to citizens of Alabama. A bill introduced in the Alabama State Senate in 1892, and finally passed by both houses of the Legislature in 1893, created the institution under its original name of "Alabama Girls' Industrial School." Successively, the institution has been known as "The Alabama Girls' Technical Institute," "The Alabama Technical Insti-

tute and College for Women," "Alabama College," and currently "University of Montevallo."

Current Legal Authorization

Present statutory provisions for Alabama College are found in Title 52, Chapter 24, Sections 456-473, *Code of Alabama, 1940*, as amended. Amended provisions are found in Title 52, Chapter 24, Sections 456-473, *Code of Alabama*, recompiled in 1958.

Section 458 of Title 52, Chapter 24, *Code of Alabama*, recompiled in 1958, records the 1956 amendment which provided for coeducation at Alabama College. This section is quoted as follows:

Section 458. Purpose.—The Alabama College is established for the purpose of giving therein instructions in the liberal arts and sciences and in technical and professional subjects suitable for both men and women. Departments or subjects of instruction may be established from time to time by the trustees upon the recommendation of the president and faculty. (1927 School Code, Sec. 502; 1956, 1st Ex. Sess., p. 52, Sec. 1, appvd. Jan. 30, 1956.) Note.—The 1956 amendment made this section applicable to men as well as to women.

Board of Trustees

Alabama College is controlled by a board of trustees composed of the Governor of the State, who is ex-officio president of the board; the State Superintendent of Education, who is ex-officio member of the board; two members serving from the State-at-Large, and one member from each of nine congressional districts; a total of thirteen members. The eleven members representing congressional districts and the State-at-Large are appointed by the Governor, subject to confirmation by the State Senate, for staggered terms of twelve years. An executive committee of five members is designated by the president of the board, one of the five members being named as chairman of the executive committee and another vice-chairman of the executive committee. Five members constitute a quorum of the board.

The Board of Trustees administers the college through its chief executive officer, the President of the College, who acts as a representative of the Board in policy and procedural matters. All authority of persons attached to the college, or employed by the college in any capacity, is derived either directly from the Board of Trustees, under the laws of the State of Alabama, or through the Board's chief exec-

utive officer, the President of the College, acting as a representative of the Board.

The Faculty

The statutory provision providing for the faculty of the institution is contained in Section 461, Title 52, Chapter 24, *Code of Alabama, 1940*, as follows:

Section 461. Faculty.—The president, with the advice and consent of the trustees, shall appoint and fix the compensation for all professors, associate professors, assistant professors, instructors, and other necessary teachers and officers. The president, professors, associate professors, assistant professors, and instructors shall compose the faculty of the college. (1927 School Code, Sec. 505.) Note.—The words ‘assistant professors, instructors’ have been added.

The Code very wisely provides for naming “other necessary teachers and officers,” which enables the Board and its executive officer to adapt college organization and staff to changing needs.

The faculty is recognized by the Board of Trustees and administrative officers as being of paramount importance in the total educational program of the institution. The Board and administration have the very definite aim of keeping the faculty informed as fully as possible about matters of importance to the college and of obtaining from the faculty proposals, recommendations, and suggestions which are believed to be of importance to the college, its students, the faculty, and the people of the State.

To provide machinery for harnessing the collective ability of the faculty in initiating, authorizing, and implementing effective educational policies, the Board of Trustees has authorized the establishment of faculty committees, with both broad and specific responsibilities for certain facets of the college and its educational program.

The University

Enrolled, An Act, To change the name of Alabama College to University of Montevallo, amending Section 456 of Title 52, Code of Alabama 1940.

BE IT ENACTED BY THE LEGISLATURE OF ALABAMA:

Section 456 of Title 52, Code of Alabama 1940, relating to the establishment of a state institution of higher learning at Montevallo is amended to read as follows:

Section 456 Establishment.—The school heretofore established at Montevallo as the "Alabama Girls' Industrial School," subsequently known as and called "The Alabama Girls' Technical Institute," later known as and called "The Alabama Technical Institute and College for Women" and still later known as and called "Alabama College" is and shall remain a body corporate under the corporate name of "University of Montevallo," and by that name may sue and contract, acquire and hold real and personal property, and have and exercise all the powers of a corporation established to carry on a state educational institution of higher learning and shall succeed to all the rights, privileges, emoluments, benefits, interests and titles heretofore at any time vested in said institution in its respective names. None of the powers, authority, or functions of the corporation provided for in Chapter 24 of Title 52, Code of Alabama 1940, shall be abated or impaired by this section. Only the name of the institution shall be changed by this section. Whenever such institution is referred to in the Constitution and in the laws of Alabama by any one of the respective names by which it has been known, the same shall be considered to refer to University of Montevallo.

Section 2. This Act shall become effective September 1, 1969.

Signed by Governor

ALBERT BREWER, May 14, 1969.

Appendix III

COMMENCEMENT SPEAKERS ALABAMA COLLEGE 1897-1969

- 1897 Honorable Joseph F. Johnston, Governor of Alabama
- 1898 Dr. George B. Eager, Pastor, First Baptist Church, Montgomery, Alabama
- 1899 Mrs. George M. Cruikshank, Birmingham, Alabama
- 1900 Reverend Owen P. Fitzsimmons, Birmingham, Alabama
- 1901 Honorable Phares Coleman, Montgomery, Alabama
- 1902 Honorable Joseph B. Graham, Talladega, Alabama
- 1903 Thomas M. Owen, Montgomery, Alabama
- 1904 S. J. Bowie, Anniston, Alabama

- 1905 Rabbi Morris Newfield, Birmingham, Alabama
- 1906 W. W. Smith, Lynchburg, Virginia
- 1907 Honorable J. Y. Joyner, Raleigh, North Carolina
- 1908 Carlie Bartlett Gibson, Superintendent of Public Schools, Columbus, Georgia
- 1909 President R. G. Patrick, Judson College, Marion, Alabama
- 1910 Philander P. Claxton, University of Tennessee
- 1911 George Petrie, Alabama Polytechnic Institute, Auburn, Alabama
- 1912 George H. Denny, President of University of Alabama
- 1913 Marion Luther Brittain, Superintendent of Schools, Georgia
- 1914 Lawton B. Evans, Superintendent of Public Schools, Augusta, Georgia
- 1915 William F. Russell, Geo. Peabody College for Teachers, Nashville, Tennessee
- 1916 D. W. Daniel, Clemson College, South Carolina
- 1917 William Tyndall Lowrey, Blue Mountain College, Mississippi
- 1918 John Herbert Phillips, Superintendent of Public Schools, Birmingham
- 1919 Clarence Poe (editor of *The Progressive Farmer*) Raleigh, North Carolina
- 1920 Charles H. Brough, Governor of Arkansas
- 1921 J. C. Fant, President of the State College for Women, Columbus, Mississippi
- 1922 Mrs. Brevard Jones, Montgomery, Alabama
- 1923 William Baker Oliver, Member of Congress, Sixth District
- 1924 Ray Rushton, Montgomery, Alabama
- 1925 Theodore H. Jack, Dean of the Graduate School, Emory University, Georgia
- 1926 Charles Heyward Barnwell, Dean of University of Alabama
- 1927 Edwin H. Mims, Vanderbilt University, Nashville, Tennessee
- 1928 Mrs. Nellie Taylor Ross, Ex-Governor of Wyoming
- 1929 Bradford Knapp, President, Alabama Polytechnic Institute
- 1930 Bruce R. Payne, President, George Peabody College for Teachers, Nashville, Tennessee
- 1931 Meta Glass, President of Sweet Briar College, Virginia
- 1932 Kathryn McHale, Director of American Association of University Women, Washington, D. C.

- 1933 Lucy Gage, George Peabody College for Teachers, Nashville, Tennessee
- 1934 Frances Perkins, Secretary of Labor, Washington, D. C.
- 1935 Mary E. Woolley, President of Mount Holyoke College
- 1936 Joseph Winston Cox, Associate Justice, Supreme Court of the District of Columbia, Washington, D. C.
- 1937 Mrs. Marion Wade Doyle, President of the Board of Education, Washington, D. C.
- 1938 Florence E. Allen, Judge of N. S. Circuit Court of Appeals, Cleveland, Ohio
- 1939 Paul H. Douglas, University of Chicago
- 1940 Marjorie Hope Nicolson, Smith College
- 1941 Ernest K. Lindley, Biographer, Editor of *Newsweek*, Washington, D. C.
- 1942 Dr. Robert M. Lester, Secretary, Carnegie Corporation of New York, New York City
- 1943 Madame Wei Tao-Ming, wife of Chinese Ambassador to the United States
- 1944 Miss Loula Dunn, State Commissioner of Public Welfare
- 1945 Helen Gahagan Douglas, Congresswoman from California
- 1946 Gerald W. Johnson, Editor, *Baltimore Sun*
- 1947 James E. Folsom, Governor of Alabama
- 1948 Ida Alexa Ross Wylie, Writer
- 1949 Margaret Chase Smith, United States Senator from Maine
- 1950 Hodding Carter, Editor, *Delta Democrat-Times*, Greenville, Mississippi
- 1951 Edwin Mims, Vanderbilt University
- 1952 O. C. Carmichael, President, Carnegie Corporation for the Advancement of Teaching
- 1953 Marguerite Hood, Professor of Music, University of Michigan
- 1954 Althea K. Hottell, Dean of Women, University of Pennsylvania
- 1955 Houston Cole, President, Jacksonville State College
- 1956 John T. Caldwell, President, University of Arkansas
- 1957 Robert M. Lester, Southern Fellowships Fund
- 1958 Judson C. Ward, Dean of Faculties, Emory University
- 1959 Ernest Cadman Colwell, Southern California School of Technology

- 1960 Robert C. Anderson, Director, Southern Regional Education Board, Atlanta
- 1961 Iva B. Gibson, Dean of Students, Alabama College
- 1962 Goodrich C. White, Chancellor, Emory University
- 1963 Harris Purks, Professor of Physics, Alabama College
- 1964 Carey V. Stabler, President, Little Rock University
- 1965 Gordon W. Sweet, Executive Secretary, Commission on Colleges, Southern Association of Colleges and Schools, Atlanta, Georgia
- 1966 Zach S. Henderson, President, Georgia Southern College, Statesboro, Georgia
- 1967 Felix C. Robb, Director, Southern Association of Colleges and Schools
- 1968 Frederick P. Whiddon, President, University of South Alabama, Mobile, Alabama
- 1969 Lambert C. Mims, Mayor, City of Mobile

Appendix IV

MINISTERS WHO HAVE PREACHED BACCALAUREATE SERMONS AT ALABAMA COLLEGE 1897-1969

- 1897 Reverend John O. Keener, D.D., Greensboro, Alabama
- 1898 Reverend A. W. McGaha, D.D., Fort Worth, Texas
- 1899 Reverend Albert Bruce Curry, D.D., Birmingham, Alabama
- 1900 Reverend Edgar Gardner Murphy, Montgomery, Alabama
- 1901 Reverend J. H. McCoy, Huntsville, Alabama
- 1902 Reverend R. L. Robinson, Camden, Alabama
- 1903 Reverend J. A. Rice, D.D., Montgomery, Alabama
- 1904 Reverend Neal Anderson, Montgomery, Alabama
- 1905 Reverend I. D. Steele, Birmingham, Alabama

- 1906 Reverend George B. Eager, D.D., Louisville, Kentucky
- 1907 Reverend William Crane Gray, Bishop of South Florida
- 1908 W. J. E. Cox, St. Francis Street, Baptist Church, Mobile, Alabama
- 1909 Bishop Warren A. Candler, Atlanta, Georgia
- 1910 Reverend Archibald Fairley Carr, D.D., Government Street Presbyterian Church, Mobile, Alabama
- 1911 Reverend W. E. Evans, D.D., Rector of the Church of the Advent, Birmingham, Alabama
- 1912 Reverend J. S. Dill, D.D., Gaffney, South Carolina
- 1913 Reverend J. H. McCoy, Bishop of M. E. Church, South, Birmingham, Alabama
- 1914 Reverend William P. Neilson, Trinity Presbyterian Church, Montgomery, Alabama
- 1915 Reverend Walter B. Capers, President of Columbia Institute, Columbia, Tennessee
- 1916 Reverend L. O. Dawson, D.D., Baptist Church, Tuscaloosa, Alabama
- 1917 Reverend O. P. Spiegel, Editor of *The Alabama Christian*, Montgomery, Alabama
- 1918 Reverend John D. Simpson, D.D., Methodist Church, Athens, Alabama
- 1919 Reverend Henry M. Edmonds, D.D., Independent Presbyterian Church, Birmingham, Alabama
- 1920 Reverend Middleton S. Barnwell, D.D., Rector of the Church of the Advent, Birmingham, Alabama
- 1921 Reverend Edgar Y. Mullins, D.D., President, The Southern Baptist Theological Seminary, Louisville, Kentucky
- 1922 Reverend George R. Stuart, D.D., First Methodist Church, Birmingham, Alabama
- 1923 Reverend Dunbar H. Ogden, D.D., Government Street Presbyterian Church, Mobile, Alabama
- 1924 Reverend William G. McDowell, Bishop Coadjutor of the Diocese of Alabama
- 1925 Reverend Charles A. Stakely, D.D., First Baptist Church, Montgomery, Alabama
- 1926 Reverend L. C. Branscomb, D.D., First Methodist Church, Anniston, Alabama

- 1927 Reverend Trevor P. Mordecai, D.D., First Presbyterian Church, Birmingham, Alabama
- 1928 Reverend Oscar deWolf Randolph, Rector Saint Mary's-on-the-Highlands, Birmingham, Alabama
- 1929 Reverend R. H. Crossfield, First Christian Church, Birmingham, Alabama
- 1930 Reverend J. R. Hobbs, First Baptist Church, Birmingham, Alabama
- 1931 Bishop W. N. Ainsworth, M. E. Church, South, Birmingham, Alabama
- 1932 Reverend Henry H. Sweets, Secretary, Department of Christian Education, Presbyterian Church, Louisville, Kentucky
- 1933 Reverend Charles Clingman, Rector, Church of the Advent, Birmingham, Alabama
- 1934 Reverend M. Ashby Jones, Atlanta, Georgia
- 1935 Reverend George Stoves, First Methodist Church, Memphis, Tennessee
- 1936 Reverend J. B. Green, D.D., Columbia Theological Seminary, Decatur, Georgia
- 1937 Reverend John Moore Walker, Rector, St. Luke's Church, Atlanta, Georgia
- 1938 Reverend Charles B. Bell, Jr., Parker Memorial Baptist Church, Birmingham, Alabama
- 1939 Reverend W. A. Shelton, Presiding Elder, Methodist Episcopal Church, Birmingham, Alabama
- 1940 Reverend Edward H. Wyle, First Christian Church, Birmingham, Alabama
- 1941 Reverend Donald Cameron MacGuire, First Presbyterian Church, Montgomery, Alabama
- 1942 Reverend Richard S. Watson, Christ Episcopal Church, Tuscaloosa, Alabama
- 1943 Reverend Sam C. Reeves, First Baptist Church, Dothan, Alabama
- 1944 Bishop John Lloyd Decell, Methodist Church
- 1945 Dr. Ansley C. Moore, Government Street Presbyterian Church, Mobile, Alabama
- 1946 Bishop Charles C. J. Carpenter, Episcopal Church
- 1947 Reverend Arthur Bittle Obenschain, Lutheran Church, Lexington, South Carolina

- 1948 Reverend John H. Buchanan, First Baptist Church, Birmingham, Alabama
- 1949 Bishop Clare Purcell, Methodist Church
- 1950 Reverend J. McDowell Richards, Columbia Theological Seminary
- 1951 Dr. Balsell Barrett Baxter, David Lipscomb College
- 1952 Reverend Edward G. Mullen, Florence, Alabama
- 1953 Reverend Harold W. Seever, Dauphin Way Baptist Church, Mobile, Alabama
- 1954 Reverend Eugene Peacock, Francis Street Methodist Church, Mobile, Alabama
- 1955 Reverend William Dexter Moser, Shades Valley Lutheran Church, Birmingham, Alabama
- 1956 Bishop C. C. J. Carpenter, Episcopal Church
- 1957 Dr. Elton Trueblood, Author, Theologian
- 1958 Dr. Nels F. S. Ferre, Author, Newton Theological School
- 1959 Dr. G. Ray Jordan, Emory University
- 1960 Dr. Robert Strong, Trinity Presbyterian Church, Montgomery, Alabama
- 1961 Reverend D. L. Johnson, Professor of Bible, University of Richmond
- 1962 Dr. William G. Pollard, Oak Ridge, Tennessee
- 1963 Reverend Samuel L. Belk, Presbyterian Church, Fredericksburg, Virginia
- 1964 Reverend William K. Weaver, Jr., President, Mobile College
- 1965 Dr. George S. Benson, President, Harding College, Searcy, Arkansas
- 1966 Bishop W. Kenneth Goodson, The Presiding Bishop, Birmingham Area of the Methodist Church, Birmingham, Alabama
- 1967 Reverend Joseph G. Vath, Auxiliary Bishop of Mobile-Birmingham, Mobile, Alabama
- 1968 Bishop C. C. J. Carpenter, Episcopal Church, Birmingham, Alabama
- 1969 Reverend Sterling Edwards, Presbyterian Church, Birmingham, Alabama

Appendix V

YEARBOOK DEDICATIONS

- 1907 President Francis M. Peterson
- 1908 James Alexander Moore, Acting President
- 1909 President Thomas Waverly Palmer
- 1910 Governor B. B. Comer
- 1911 Faculty and Officers
- 1912 Miss Anne Kennedy, History Teacher
- 1913 Miss Myrtle Brooke, Psychology Professor
- 1914 Mary Goode Stallworth and Claudia E. Crumpton
- 1915 No Dedication
- 1916 Miss Mary Betty Overton, Class Advisor

- 1917 Samuel L. Chesnutt and Luther J. Fowler, Teachers
- 1918 To Mother
- 1919 To Mother
- 1920 Mary Goode Stallworth, Dean
- 1921 President Thomas Waverly Palmer
- 1922 To Our Dads
- 1923 To Our Mothers
- 1924 Mr. Houston Wills, Business Manager
- 1925 Miss Anna Irvin, Dietitian
- 1926 Miss Vivian Monk, English Professor
- 1927 Mr. W. M. Robinson, College Carpenter
- 1928 Dean T. H. Napier
- 1929 Mrs. Mary E. Harris, House Director
- 1930 President O. C. Carmichael
- 1931 Mrs. Louise Coleman, Matron, Ramsay Hall
- 1932 Our Parents
- 1933 E. H. Wills
- 1934 Mrs. Eleanor Roosevelt
- 1935 Alabama College
- 1936 Former President Carmichael, President A. F. Harman
- 1937 Dr. Arthur W. Vaughan, English Professor
- 1938 Mr. A. C. Anderson, Education Professor
- 1939 Miss Virginia Hendrick, Registrar
- 1940 Mrs. A. F. Harman and Mrs. Thomas H. Napier
- 1941 Dr. Hallie Farmer, History Professor
- 1942 Miss Margaret McCall, Physical Education Professor
- 1943 Miss Katherine Vickery, Psychology Professor
- 1944 Mr. W. M. Jones-Williams, Engineer
- 1945 M. Ziolkowski and George A. Douglas
- 1946 Alabama College—50th Anniversary
- 1947 Dr. Willena Peck, College Physician
- 1948 Miss Anna Irvin, Miss Edna Irvin, Dietitians
- 1949 Dr. Leah Dennis, English Professor
- 1950 Senator Lister E. Hill
- 1951 Miss Mattie Lee, Bursar
- 1952 Dean T. H. Napier
- 1953 Mr. Edward P. Hood, Chemistry Professor
- 1954 Mr. C. H. Adams, Night Watchman
- 1955 Miss Martha Allen, Art Professor

- 1956 Dean Richard Powers
 - 1957 Mr. Ralph Sears, Director of Public Relations
 - 1958 Dr. Katherine Vickery, Psychology Professor
 - 1959 Mr. Murray Flynn, Economics Professor
 - 1960 Dr. Paul C. Bailey, Biology Professor
 - 1961 President Howard M. Phillips
 - 1962 Mr. Mieczyslaw Ziolkowski, Music Professor
 - 1963 Dr. Maxine Couch Davis, Music Professor
 - 1964 Dr. James D. Thomas, Political Science Professor
- [None After 1964.]

Appendix VI

COLLEGE NIGHT LEADERS 1919-1969

1919	Presidents of the Classes	
1920	Presidents of the Classes	
1921	Ora Swann (Mrs. Hugh Neighbors)	Purple
	Lillian Sharpley	Gold
1922	Louise Willingham	Purple
	Bessie Padgett (Mrs. Frank Luttrell)	Gold
1923	Charlotte Leeper	Purple
	Emma Jean Collins (Mrs. Earl Edwards)	Gold
1925	Joyce Jackson (Mrs. William Alker)	Purple
	Hazel Black (Mrs. Joseph Davis)	Gold

1926	Margaret Grayson	Purple
	Mildred Gilchrist (Mrs. Hugh Hurst)	Gold
1927	Ina Mae Malone (Mrs. F. Laira Pickard)	Purple
	Gladys Waldrop	Gold
1928	Let Jones DeShazo (Mrs. G. S. DeShazo)	Purple
	Janet Wilson (Mrs. Thomas Reid)	Purple
	Alice Lowery (Mrs. John Nell Leach)	Gold
	Frances Loftin (Mrs. Thomas Shutts)	Gold
1929	Mary Gloster (Mrs. Derry Bird)	Purple
	Janet Wilson (Mrs. Thomas Reid)	Purple
	Margaret Farish	Gold
	Laurice Butler (Mrs. Thomas Wathall)	Gold
1930	Janet Wilson (Mrs. Thomas Reid)	Purple
	Mabel Peters (Mrs. George Richardson)	Purple
	Florence Stevens (Mrs. C. C. Cottingham)	Gold
	Dora Little (Mrs. Leslie Stewart)	Gold
1931	Bell McCall Hord	Purple
	Rachel Bradnox (Mrs. Bain Hamilton)	Purple
	Dora Little (Mrs. Leslie Stewart)	Gold
	Dorothy Kitchens	Gold
1932	Dorothy Kitchens	Gold
	Ammi Copeland	Gold
	Mabel Peters (Mrs. George Richardson)	Purple
	Annie Seay Owens	Purple
1933	Alva Craig Kendrick (Mrs. John A. Wolf)	Purple
	Ammi Copeland (Mrs. Scott Killington)	Purple
	Floyce Griffin (Mrs. Horace Hunt)	Gold
	Lucy Lee Pruitt	Gold
1934	Cherokee Shirley (Mrs. J. Lake Parker, III)	Purple
	Eunice Thomas (Mrs. W. H. Clingo)	Purple
	Margaret Coley (Mrs. W. Thomas Hendon)	Gold
	Eleanor Rennie (Mrs. Roswell Falkenberry)	Gold
1935	Ellis Ayres Burns (Mrs. Lee Eighmy)	Purple
	Aeolean McRee	Purple
	Isabel Henderson	Gold
	Eleanor Watson	Gold
1936	Mary Nell Kendrick	Purple
	Willie Mae Hill	Purple

	Helen Hewell (Mrs. David McGonigle)	Gold
	Aileen Holley (Mrs. Frank Perkins)	Gold
1937	Aeolian McRee	Purple
	Emily McLendon	Purple
	Aileen Holley (Mrs. Frank Perkins)	Gold
	Martha Nicolson	Gold
1938	Frances Cumbee	Purple
	Nell Chappell	Purple
	Martha Nicolson	Gold
	Sara Frances Whiteside	Gold
1939	Ruth Rice	Purple
	Marinelle Oliver	Purple
	Modeska Kirksey	Gold
	Jean Watson	Gold
1940	Jean Letson	Purple
	Ann Canon	Purple
	Emily Pratt	Gold
	Mary Diamond	Gold
1941	Nell Wooten	Purple
	Ann Canon	Purple
	Jean Farr	Gold
	Allee "Bitsy" Robins	Gold
1942	Virginia Boykin	Purple
	Carolyn Roe	Purple
	Patricia Bozenhard	Gold
	Edwina Morgan	Gold
1943	Ann Cumbee	Purple
	Marian Simpler	Purple
	Carolyn Breaux	Gold
	Nelladeane Chandler	Gold
1944	Helen Newton	Purple
	Virginia West	Purple
	Bettie Norwood	Gold
	Marise Daves	Gold
1945	Sue Dunn	Purple
	Edith Foster	Purple
	Rudy Renfro	Gold
	Betty Dunn	Gold

1946	Mamie Lou Pipkin	Purple
	Frances Nybeck	Purple
	Alice Mayfield	Gold
	Sarah Snuggs	Gold
1947	Marian Dillon	Purple
	Grace Korth	Purple
	Betty Lowery	Gold
	Franklee Gilbert	Gold
1948	Martha Priester	Purple
	Shirley Byrd	Purple
	Judy Ellard	Gold
	Mariana Parsons	Gold
1949	Audrey Golightly	Purple
	Twynette Beasley	Purple
	Barbara Andrews	Gold
	Dottie Breland	Gold
1950	D. D. Wesley	Purple
	Alice Creel	Purple
	Elizabeth Milton	Gold
	Julia Cheape	Gold
1951	Bettie McDonald	Purple
	Ruth Brandenburg	Purple
	Cora Curtis	Gold
	Dot Baumgartner	Gold
1952	Joan Hixon	Purple
	Jane Sarver	Purple
	Joan Gregory	Gold
	Mary Frances Estes	Gold
1953	Mary Anne Blackwell	Purple
	Pat Harper	Purple
	June Segler	Gold
	Pat Howe	Gold
1954	Sue Dobbins	Purple
	Georgia Gingles	Purple
	Dolly Brumfield	Gold
	Bobbie Long	Gold
1955	Harriet Dickson	Purple
	Bettie White	Purple

	Martha Fulton	Gold
	Betty Jane Douthit	Gold
1956	Vera Stevens	Purple
	Sara Margaret Meadows	Purple
	Ann Oliver	Gold
	Barbara Bradford	Gold
1957	Virginia Dixon	Purple
	Carolyn Barton	Purple
	Barbara Baker	Gold
	Mary Ruth Hardigree	Gold
1958	Lois Swindal	Purple
	Ann Ellis	Purple
	Bonnie Strickland	Gold
	Anne Elise Berry	Gold
1959	Sue Swann	Purple
	Jennie Cotney	Purple
	Barbara Walker	Gold
	Jean Findlay	Gold
1960	Joyce Willis	Purple
	Flora Clark	Purple
	Frances Benton	Gold
	Bobby Harrison	Gold
1961	Betty Baker	Purple
	Shirley Baker	Purple
	Sylvia Pound	Gold
	Christel Ludewig	Gold
1962	Judy Bengert	Purple
	Billie Anderson	Purple
	Florence Wentz	Gold
	Allen Holmes	Gold
1963*	James Earl Davis	Purple
	Ann Farley	Purple
	Sidney Benton	Gold
	Bonnie Markell	Gold
1964	Louis Harris	Purple
	Carolyn Johnson	Purple

* From 1963 on, there were co-leaders,

	Temple Watson	Gold
	Marty Musgrove	Gold
1965	Leigh Kieffer	Purple
	Taylor Reynolds	Purple
	Jayne Byrd	Gold
	Jerry Williams	Gold
1966	Kerry Hancock	Purple
	Ted Bridges	Purple
	Mary Margaret Neely	Gold
	William Caldwell	Gold
1967	Bonnie Pike	Purple
	Jerry Hopkins	Purple
	Vicki Hymel	Gold
	Doug Burnham	Gold
1968	Paulette Moore	Purple
	Pat O'Rourke	Purple
	Sharon Henderson	Gold
	James Waid	Gold
1969	Donna Donnelly	Purple
	Jim Weese	Purple
	Peggy Gaskin	Gold
	Eddie Austin	Gold

Appendix VII

COLLEGE NIGHT DEDICATIONS

<i>Year</i>	<i>To Whom Dedicated</i>	<i>Year</i>	<i>To Whom Dedicated</i>
1926	Mrs. T. W. Palmer	1935	Board of Trustees
1927	The Legislature	1936	Miss Anna Irvin
1928	——	1937	Miss Mattie Lee
1929	The Alumnae	1938	Dr. A. F. Harman
1930	Governor and Mrs. Bibb Graves	1939	Dr. Willena Peck
1931	Parents	1940	Mr. E. H. Wills
1932	Dr. O. C. Carmichael	1941	Miss Myrtle Brooke
1933	Faculty	1942	People in the Service of the United States
1934	Dr. T. H. Napier	1943	Dr. W. H. Trumbauer

1944	Dean T. H. Napier	1957	Dean Richard Powers
1945	Dr. A. W. Vaughan	1958	Dean Iva Gibson
1946	Dr. M. L. Orr	1959	Mrs. W. H. Trumbauer
1947	Mrs. A. F. Harman	1960	Mr. George Winslett
1948	Dr. Leah Dennis	1961	Mrs. Sara P. Morgan
1949	Dr. Hallie Farmer	1962	Dean John B. Walters
1950	Mr. A. C. Anderson	1963	Mr. Frank Leslie
1951	Mr. George Winslett	1964	Miss Miriam Collins
1952	Dr. John T. Caldwell	1965	Dr. Eva Golson
1953	Mr. H. D. LeBaron	1966	Dr. Katherine Vickery
1954	Dr. Paul C. Bailey	1967	Miss Mary Francis Tipton
1955	Dr. Bernice Finger	1968	Miss Mary Martin
1956	Dr. F. E. Lund	1969	Miss Sarah Puryear

Appendix VIII

VITAL INFORMATION, ALABAMA COLLEGE ALUMNI ASSOCIATION

Past Presidents:

1902-1905	Miss Margaret McArdle
1905-1907	Miss Bertie Allen
1907-1908	Miss Margaret McArdle
1908-1910	Miss Mary Peters
1910-1912	Mrs. Lucy Lenoir Parnell
1912-1914	Miss Margaret McArdle
1914-1916	Mrs. Willie Jenkins Rainey
1916-1917	Miss Ursula Delchamps

1917-1918	Mrs. Lettie Daffin Perdue
1918-1920	Mrs. Gertrude Meroney Peebles
1920-1921	Mrs. Lucy Lenoir Parnell
1921-1922	Mrs. Mamie Meroney Wofford
1922-1923	Mrs. Tettie Jane Henley Henry
1923-1925	Miss Minnie Sellers
1925-1927	Mrs. Mary Lou Reed Corry
1927-1929	Miss Lillian Gatchell
1929-1932	Mrs. Marion Walker Spidle
1932-1933	Miss Ulma Lee Benton
1933-1935	Mrs. Josephine Watson Moody
1935-1937	Mrs. Thelma Davis Chappelle
1937-1940	Mrs. Nathalie Molton Gibbons
1940-1942	Miss Eloise Lee
1942-1944	Miss Lulu Palmer
1944-1946	Mrs. Lucy Lee Pruett Sellers
1946-1950	Mrs. Ruth Scott Parker
1950-1952	Mrs. Elizabeth Souders Miller
1952-1954	Mrs. Mary Sue Edwards Gillespie
1954-1956	Mrs. Annie Laurie Beckham Williams
1956-1958	Mrs. Laura Frances Jones Mathison (beginning of co-education)
1958-1960	Mrs. Ruby Collins Smith
1960-1962	Mrs. Mary Lou Tiffin Foshee
1962-1964	Mrs. Mary Flynn Sellers Pilgreen
1964-1966	Mrs. Catherine Manning Roper
1966-1968	Mrs. Annie Mae Paulk Turner
1968-1970	Mr. Raymond Jones

Alumni Serving as Member of College Board of Trustees:

1921-1938	Mrs. Gertrude Meroney Peebles
1938-1951	Mrs. Edwina Donnally Mitchell
1951-1955	Mrs. Eleanor Rennie Falkenberry
1951-1963	Mrs. Ruth Scott Parker
1968-	Mrs. Peggie Dickson Wilson

Past Alumnus of the Year Awards:

1945	Miss Myrtle Brooke (honored guest at Homecoming-not an alumnus)
------	---

- 1946 Miss Mary McWilliams—1911 (honored at Homecoming)
- 1947 Dr. Martha Mitchell—1943
- 1948 Miss Louise Johnson—1944
- 1949 Dr. Lillian Worley Stimson—1931
- 1950 Mrs. Mary Graham Gloster Bird—1930
- 1951 Miss Elizabeth Rebecca (Bess) Williams—1926
- 1952 Mrs. Ellen Church Walhay—1937
- 1953 Miss Mildred Alford—1942
- 1954 Miss Frances Nungester—1932
- 1955 Dr. Bennie Celia Slaughter—1932
- 1956 Mrs. Kapsoun Kim Lee—1940
- 1957 Mrs. Clyde Merrill Maguire—1929
- 1958 Miss Ruth Stovall—1935
- 1959 Miss Lillian Gatchell—1920
- 1960 Mrs. Azile Norris McVay—1931
- 1961 Dr. Madie Belle Ward Barrett—1940
- 1962 Dr. Howard Mitchell Phillips—Honorary alumnus, Alabama College President
- 1963 Mrs. Marion Walker Spidle—1916
- 1964 Mrs. Ruth Scott Parker—1931
- 1965 Mrs. Annie Mae Paulk Turner
- 1966 Miss Virginia Hendrick
- 1967 Dr. Mattie Hyde
- 1968 Miss Angelyne Nazaratin
- 1969 Lt. Col. Sara N. Harris

Past Alumni Directors:

- 1923-1925 Mrs. Nell Browder Bell (part time—paid by Alumni Association)
- 1928-1932 Miss Flora Belle Surles (first to be paid by Alabama College)
- 1938-1942 Mrs. Frances Ribble Schachtseik
- 1942-1945 Miss Frances Fuller
- 1945-1947 Mrs. Louise Lovelady Wilson
- 1948-1954 Miss Eloise Lee
- 1954-1960 Miss Helen Newton
- 1962 Mrs. Marie Walker Routledge—served two months (Aug. & Sept.)
- 1963 Mrs. Laura Frances Jones Mathison

Faculty-Alumni Committee Chairmen:

1925-1926	Mrs. Vivian Monk Rand
1926-1927	Miss Mary E. McWilliams
1927-1932	Mrs. Willilee Reaves Trumbauer
1932-1935	Miss Mary E. McWilliams
1935-1948	Miss Eloise Meroney
1948-1957	Mrs. Willilee Reaves Trumbauer
1957-1958	Dr. Katherine Vickery
1958-1959	Miss Eloise Meroney
1959-1960	Miss Helen Newton
1960-1963	Miss Geneva Myrick
1963-1965	Mrs. Kate Corcoran Sneed
1965-1968	Miss Sara Nell Lightsey
1968	Miss Jeanette Niven

Appendix IX

DANCY LECTURERS

1939	.....	Douglas Southall Freeman
1941	.....	Lewis Mumford
1943	.....	Paul Green (cancelled)
1945	.....	Francis P. Gaines
1947	.....	Mitford M. Mathews
1949	.....	Dumas Malone
1951	.....	Louis B. Wright
1953	.....	John Gassner
1955	.....	Charlotte Lee

1958	.....	Russell Kirk
1961	.....	Stuart Vaughan
1963	.....	Giles W. Gray
		Claude M. Wise
1965	.....	Roland M. Frye
1967	.....	Raven I. McDavid, Jr.
1969	.....	Carroll C. Arnold
		John F. Wilson

Appendix X

March 26, 1908

Prof Wm J. Vaughn

My dear Sir,

When I wrote you last I intended to tell you something of Montevallo, but was interrupted and forgot it.

The Act establishing the "Ala Girls Industrial School," required the Trustees to ask for "bids," and they held that Montevallo's bid was the best.

It was a very unfortunate location, for while it is a very pretty *hill*, there is no certain easy way of getting there, as the Southern R'way

is about to stop running, and the School is a mile away, from Stations, on the other side of the town.

There are a few nice families living there, but the town has no water works, or electric lights, or sewers, so we had to put in all these, together with a steam laundry. There is not but one good mechanic in the town, and no bakery, no meat market, and no farmer who sells eggs, butter, milk or poultry or vegetables.

When I became a Trustee I found one good three story, modern, brick dormitory, and therefore they outvoted me, when I proposed to go elsewhere—saying the state could not afford to throw away that property. Since then we have added offices, dining room, kitchen, laundry, power house and a water pipe line, which brings the water from the only freestone spring in that vicinity. Dr. Peterson made a great success in organizing and directing the teaching, and made the School so popular with the people, that there was not a “no,” in the Legislature, when we passed the \$200,000 appropriation Bill, and the Bill increasing the *annual* maintenance fund from \$25,000 to \$36,000.

When Dr. Palmer opened last Fall, he had to reject more applications than he received, for the want of room.

We are now building additional dormitory rooms, a new power plant and laundry and these will be ready for our opening in Sept. next, when we can accomodate 425 students and 25 teachers. Then we will have to stop, till the Legislature gives more money.

The things that would please you are the character and spirit of the girls and the character of the instruction given.

Every girl is required to take English and Physical Culture and two “industrials”—which now are—Bookkeeping, stenography and type writing, telegraphy, dress making, milinery, cooking, horticulture, drawing, painting, and music.

We will add Floriculture, dairying and other things by which women may live as we get the money.

We have only 2000 books in our Library, but are adding yearly and have a *trained* Librarian, Miss Wyman, who has made catalogue of these books, and arranged them according to the best Library “practice”.

So you see we have a good “start” and I intend to keep pegging away, as long as I am allowed to work for the School, and hope to see

1000 girls attend a well equipped "Woman's College," where they can get as *high* an education as can be given in any Institution on the globe, and where a woman desiring a special training may have it.

I may not live to see this, but I can work for it, and I feel assured it will come.

In the meanwhile the L & N has made a survey from its main line at Helena, halfway between B'ham and Calera, to Selma to connect with its branch now in operation to Pensacola,—Mobile and New Orleans.

This line was run thru Montevallo, and if built will greatly facilitate travel to and from Montevallo.

So you see while your recollection of old Montevallo is correct, you would not know where you were "*at*" if suddenly placed in our Girls School.

I agree cordially with you that it is a false idea to try and educate girls, or boys, either, off in the hills or woods, entirely out of "*touch*" with *man*.

When the Southern ran trains in two hours, from B'ham to Montevallo, teachers and pupils frequently came here to the theatre, operas, etc. and returned next morning, and they frequently came here to shop, to the Dentist, and Surgeon. We have two girls in Hospitals here, now recovering from operations removing the appendix.

Seeing is better than believing, so when Dr. Palmer calls you to meet Dr. Wyman, Dr. Smith, et al. come right along and "*we*" will open our arms, hearts, and homes, and keep you as long as possible.

Hand the enclosed letter to your "betterhalf."

Yours truly
Sam Will Johns

NOTE: Miss Wenona N. Brooks of Orange, California, gave this interesting letter to Dr. Kermit Johnson on March 25, 1969.

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